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ABSTRACT

Produced quarterly by the Educational Resources Information Center (ERIC), this annotated bibliography announces the availability of selected new documents produced or sponsored by the Department of Education that address topics of national importance. Topics featured in this edition are: (1) the National Education Goals (readiness for school; school completion; student achievement and citizenship; mathematics and science education; adult literacy and lifelong learning; safe, disciplined, and drug-free schools; and America 2000); (2) elementary and secondary schooling and reform (parent involvement, choice, effective schools and restructuring, school-business partnerships, private education, and student assessment); (3) special populations (compensatory education, bilingual education, special education, gifted and talented, and special issues--e.g., child abuse, rural education); (4) postsecondary education (student financial assistance and educational costs, administration, demographics and indicators--e.g., enrollment, faculty); (5) teaching (teacher assessment, teacher training); and (6) educational technology. General reference materials are presented in the final section, and an index lists titles for each topic area. It is noted that all of the documents presented in this resource guide have been indexed in the ERIC database and are available from the ERIC Document Reproduction Service in both microfiche and paper copy. (BBM)

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Recent Department of Education Publications in ERIC

Educational Resources Information Center (ERIC)
Office of Research
Office of Educational Research and Improvement
U.S. Department of Education

SELECTED new materials on:

The National Education Goals
Elementary and Secondary Schooling and Reform
Special Populations
Postsecondary Education
Teaching
Educational Technology
General References

April 15, 1992

IR 015 649

BEST COPY AVAILABLE

Recent Department of Education Publications in ERIC announces the availability of **selected** new documents, produced or sponsored by the Department of Education, on topics of national importance. This catalog is produced quarterly by the Educational Resources Information Center (ERIC), part of OERI's Office of Research.

This resource guide has been designed to help Department staff provide a quick response to a very common question: **What has the Department of Education issued recently on a particular subject area?** The table of contents is organized by topic, with cross-references for materials which address multiple topics. For each topic area, a title list is also provided.

All documents announced in *Recent Department of Education Publications in ERIC* have been indexed in the Educational Resources Information Center (ERIC) database, and are available from the ERIC Document Reproduction Service (1-800-443-ERIC) in microfiche or paper copy. Additional sources of availability, as appropriate, are also indicated.

Comments or suggestions on *Recent Department of Education Publications in ERIC* should be directed to Robert M. Stonehill, Director, ERIC, at (202) 219-2088.

Recent Department of Education Publications in ERIC was
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and Judy Stark (of OERI's Education Reference Center).

Entries were edited by ACCESS ERIC.

NOTE

Prices and sources of availability are subject to change.

Recent Department of Education Publications in ERIC®

Educational Resources Information Center (ERIC)
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SELECTED new materials on:

The National Education Goals
Elementary and Secondary Schooling and Reform
Special Populations
Postsecondary Education
Teaching
Educational Technology
General References

April 15, 1992

U.S. Department of Education
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Secretary

Office of Educational Research and Improvement
Diane Ravitch
Assistant Secretary

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April 1992

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The Head Start Experience. ERIC Digest

Author: Mallory, Nancy J.; Goldsmith, Nancy A.
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: PS-EDO-91-2
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Head Start has been successful because it includes comprehensive services, parent involvement and family support, a commitment to meeting local needs, training and technical assistance support, and a collaborative approach. This ERIC Digest briefly describes each of these components. Discussion concludes by noting that Head Start must take more responsibility for sharing information about its successes and failures and its staff's desire to be an important part of the human services team in the community. Sources of additional information are cited. (RH)
ERIC No.: ED327313

Youth Indicators 1991: Trends in the Well-Being of American Youth

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
Publication Date: Apr 1991
Note: 151p.
Report Number: ED-PIP-91-863
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $22.40 Plus Postage.
Abstract: This publication presents data concerning education in the broad context of families, employment, and health. Statistics address the following aspects of the lives of youth (14- to 24-year-olds): demographics and family composition; family income; education; youth employment and finances; and health, behavior, and attitudes. Data are presented in 59 tables, each accompanied by a graph with a brief description. When possible, tables include data from as far back as 1950 or earlier. This report establishes an objective context for viewing trends in the well-being of youth, and provides information for policymakers who are trying to connect educational policy with social and health policies that affect children. (SLD)
ERIC No.: ED335363

Approaches to School-Age Child Care. ERIC Digest

Author: Seligson, Michelle; Coltin, Lillian
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-91-7
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest provides basic information about school-age day care programs. Discussion focuses briefly on options available to families with school-age children, developmental needs of school-age children, characteristics of high quality programs, supportive services for self-care, and ways of improving school-age child care programs. Examples of program development include the newly enacted Federal Child Care and Development Block Grant, the Dependent Care Block Grant, special school-age child care legislation in at least 14 states, municipal sponsorship, and increased corporate interest. (RH)
ERIC No.: ED335158

A Journey With Parents and Infants: Rethinking Parent Professional Interactions. An Early Intervention Training Manual

Author: Freund, Maxine B.
Corporate Source: George Washington University, Washington, DC. Department of Teacher Preparation and Special Education.
Publication Date: 1990
Note: 118p.; For the final report, see EC 300 510.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Practitioners
Abstract: This manual describes the results of a 3-year research project at George Washington University--Assessment as Intervention Project--which explored approaches to parent-sensitive developmental followup for prematurely born infants who received neonatal intensive care. Appendixes include the pre- and post-assessment interview guidelines; the planning form for assessment/intervention; checklists for assessment/intervention and pre-assessment planning; and the assessment report format for the Brazelton Neonatal Behavioral Assessment Scale. (50 references). (DB)
ERIC No.: ED334765

Infant Child Care. ERIC Digest

Author: Howes, Carollee
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1991
Note: 3p.; This digest was adapted from the article "Research in Review: Infant Child Care," by Carollee Howes, which appeared in the September, 1989 issue of "Young Children."
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-91-6
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Studies of maternal employment suggest that positive relationships with caregivers may compensate for infants' insecure attachments with their mothers. Other research suggests that infants and toddlers cared for by responsive and sensitive caregivers have higher cognitive and language scores and greater social competence. Several features of the child care environment are linked to caregiver sensitivity and responsiveness: training in child development; a small number of children to care for; the number of adults; short hours; decreased responsibility for housework; and safe and appropriate environments. Research does not suggest that child care is detrimental to social and emotional development. (RH)
ERIC No.: ED333963

The Teacher's Role in the Social Development of Young Children

Author: Katz, Lilian G.; McClellan, Diane E.
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1991
Note: 78p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog Number 207, $10.00, plus $1.50 postage and handling for orders from the U.S., Canada, and Mexico; $3.00 postage and handling for international orders).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This paper describes how teachers can contribute to young children's social development. The paper stresses the importance of speaking to children warmly and directly, using matter-of-fact, straightforward speech. The first section briefly discusses what social competence is, the second section presents general teaching strategies for helping children achieve social competence, the third section describes 12 specific teaching strategies for helping children overcome social difficulties, and the fourth section addresses curriculum issues related to fostering social growth in young children. (65 references) (RH)
ERIC No.: ED331642

Educating Culturally and Linguistically Diverse Preschoolers: Moving the Agenda

Author: Kagan, Sharon L.; Garcia, Eugene E.
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1991
Note: 38p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: The relative inattention of policymakers to childhood bilingualism, language acquisition, and the early care and education of linguistically and culturally diverse preschoolers stems from several factors including personal beliefs, political ideologies, misperceptions regarding the lack of a demographic imperative, and disciplinary fragmentation among academics. Four fundamental issues must be addressed if policy and practice in this domain are to improve: (1) socialization, resocialization, and the family/child relationship; (2) modalities of instruction; (3) contextually discontinuous strategies; and (4) sub-system creation versus system reform. The authors suggest action principles and leadership strategies. (36 references) (RH)
ERIC No.: ED331641

Classroom Activities in Nutrition in Teenage Pregnancy. Bulletin Number 91140

Author: Gans, Gian; Hetzel, Barbara A.
Corporate Source: Wisconsin State Department of Public Instruction, Madison.
Publication Date: 1990
Note: 170p.
Sponsoring Agency: Department of Agriculture, Washington, DC; Department of Education, Washington, DC.
Availability: Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $22.40 Plus Postage.
Abstract: The authors designed the lessons in this guide for pregnant teenagers and teenage parents. The lessons can also be adapted for family and consumer education, health, and language arts courses. The guide has eight chapters including: a preliminary lesson reviewing elementary concepts in nutrition and offering two surveys; Nutrients; Specific Wellness Issues; Making Smart Consumer Choices; Postpartum Nutrition in Teenage Pregnancy; and Basic Food Groups: Nutrition for All Teenagers. Lessons present diverse nutritional topics including prenatal and postnatal issues for mother and infant. Other lessons discuss general nutrition for teenagers. Activities supplement each lesson. (LL)
ERIC No.: ED332961

Prekindergarten Teacher Licensure. ERIC Digest

Author: Stein, Sheryl E.
Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SP-90-6
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: State education agencies are getting more regulatory power over public preschool programs as awareness of the educational aspects of preschool education increases. Since the best predictor of appropriate teacher behavior is the amount of their formal education and training, more States are offering early childhood education licenses to make sure that professionals are qualified. States offer various types of preschool credentials such as early childhood education licenses distinct from elementary licenses. This licensing often conflicts with State social service agencies' regulation of day

care programs. High-quality programs must encompass both education and social services. SM)
ERIC No.: ED330674

Readiness: Children and Schools. ERIC Digest

Author: Katz, Lilian G.
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-91-4
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: President Bush and the National Governors' Association have set a national goal that "all children will start school ready to learn" by the year 2000. Reaching this goal will require two strategies. Families preparing students for school must work toward their children's social and intellect readiness. Schools can respond to the wide range of student backgrounds, experiences, needs, and developmental levels with appropriate curriculum and staffing, and, in the absence of reliable readiness tests, flexible programming such as mixed-age grouping and cooperative learning that provides for individual differences. (RH)
ERIC No.: ED330495

Encouraging Young Children's Writing. ERIC Digest

Author: Maehr, Jane
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-91-1
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This ERIC Digest profiles the approach to emergent literacy used by the High/Scope Educational Research Foundation; comments on the process of understanding the connections between drawing, writing, and reading; and offers guidelines for supporting children's writing. It is argued that the process of learning to write begins in infancy and that it is important to resist the pressure to introduce skill and drill practice in children's early years. It is also important for adults to recognize that graphic experimentation at the preschool and kindergarten levels allows children to use comfortable, nonconventional forms of writing to express complex thoughts. (RH)
ERIC No.: ED327312

Protecting Children from Inappropriate Practices. ERIC Digest

Author: Bredekamp, Sue; Shepard, Lorrie
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-90-9
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest offers suggestions for early childhood educators on how to provide developmentally appropriate practices and teaching methods. Suggestions concern: (1) making decisions about entrance and placement; (2) evaluating a program's accomplishment of goals; (3) planning and individualizing curriculum and instruction; and (4) promoting appropriate policies. The author argues that the early childhood profession must agree on issues of developmentally appropriate practices; act to influence policy; and articulate standards for appropriate practice in the form of guidelines for curriculum content and assessment for prekindergarten through third grade classes. (RH)
ERIC No.: ED326305

The Case for Mixed-Age Grouping in Early Education

Author: Katz, Lilian G.; and Others
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL; National Association for the Education of Young Children, Washington, DC.

Publication Date: 1990
Note: 75p.; Supersedes ED 308 991.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISBN-0-935989-31-5
Availability: National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009-5786 (NAEYC Publication Number 333, $6.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This publication explores mixed-age grouping of young children in schools and child care centers. Chapter 1 defines mixed-age grouping, examines limitations of single-age grouping, and points out positive characteristics of mixed-age classes. Chapter 2 discusses social development as seen in children's interactions in mixed-age groups. Chapter 3 reviews studies on the cognitive effects of mixed-age grouping, concluding that psychologists and educators do not yet fully understand how mixed-age interaction affects cognitive development. Chapter 4 discusses two strategies for mixed-age learning: peer tutoring and cooperative learning. Chapter 5 describes examples of successful implementation of mixed-age programs, including a 2-year kindergarten at the University of Northern Iowa's Malcolm Price Laboratory School, and the Fajans School in Sweden where elementary school age children were not grouped by age or ability. Chapter 6 addresses four basic questions about implementing mixed-age grouping. A concluding section offers recommendations and suggestions for teachers working with mixed-age groups. (63 references) (RH)
ERIC No.: ED326302

A Historical Review of Early Intervention

Author: Kunesh, Linda G.
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: 1990
Note: 59p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number ECE-903, $4.00).
Availability: EDRS Price - MF01 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: The separate yet related fields of early childhood education, compensatory education, and early childhood special education have formed the roots of early intervention. This paper traces the history of early intervention and reviews four movements in early childhood education: the kindergarten, Montessori, nursery school, and day care movements. It reviews the history of compensatory education pertinent to young children; early childhood special education; and the contributions of selected theorists and researchers in the development of a rationale for early intervention. (173 references) (Author/RH)
ERIC No.: ED326328

Parents as the Child's First Teacher: Opportunities and Constraints

Author: Powell, Douglas R.
Publication Date: Oct 1990
Note: 24p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This paper examines opportunities and constraints related to implementing activities to realize the National Education Goal that "every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need." The paper reviews available information on the extent to which parents spend instructional time with their young children, the types of parental behaviors and attitudes that influence children's academic achievement, and factors that influence parental contributions to children's learning. It summarizes what is known about parents' use of various sources of child rearing information; the scope, availability, and

effects of parent education and support initiatives; and opportunities for different institutional delivery systems. It also discusses implications for policy and practice. (63 references) (RH)
ERIC No.: ED325231

To Provide Preschool Programs for Disadvantaged and Disabled Children To Enhance Their School Readiness: Background Paper on a National Educational Goal

Author: Zill, Nicholas; Wolpow, Ellen
Corporate Source: Child Trends, Inc., Washington, DC.
Publication Date: Oct 1990
Note: 27p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: The first National Education Goal is that all children will start school ready to learn. The first objective under that goal is to provide quality and developmentally-appropriate preschool programs for all disadvantaged and disabled children. This paper defines key concepts and provides background information concerning the size of the target population, levels of preschool participation by disadvantaged and disabled children, and indicators of the quality of the programs in which disadvantaged and disabled children are enrolled. It describes enrollment patterns in terms of the preschool participation of disadvantaged children, private versus public programs, trends in enrollment by income, differences by race and Hispanic origin, and other categories. (56 references) (RH)
ERIC No.: ED325230

Rethinking Excellence in Early Care and Education. Executive Summary

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Jul 1990
Note: 3p.; For the full report reviewed here, see ED 318 550.
Report Number: IS-90-986a
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This document summarizes a paper by Sharon L. Kagan, entitled "Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies," which analyzes the field of early childhood education and defines excellence in terms of quality, equality, and integrity. Concluding material describes three strategies that offer hope that the field can develop from well-intentioned, piecemeal programs to comprehensive services. These strategies involve moving from a program approach to a systems approach, from a piecemeal vision to an integrated vision, and from short-term or quick-fix strategies to long-term thinking that confirms commitment to young children by matching rhetoric with financial support. (RH)
ERIC No.: ED324143

Reading Stories to Preliterate Children: A Proposed Connection to Reading. Technical Report Number 510

Author: Mason, Jana M.
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA.; Illinois University, Urbana. Center for the Study of Reading.
Publication Date: Aug 1990
Note: 33p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $4.06 Plus Postage.
Abstract: The author examines why reading story books to young children may be important. She suggests that written texts contain language structures that could be more difficult to acquire than oral language structures, shows how reading books enables children to link their listening and speaking skills to text comprehension, and reviews the connections between story book reading and later reading achievement. (69 references) (SR)
ERIC No.: ED322494

Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest

Author: Salerno, Anne
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: May 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-91-7
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The Migrant Attrition Project estimates a 45 percent national dropout rate of migrant students. This digest examines the extent of early school leaving among migrants, conditions that precede early school leaving, common features of programs that work to retrieve dropouts, and illustrative programs that exhibit these features. It describes several dropout retrieval programs, including the High School Equivalency Program; the Migrant Dropout Reconnection Program in Geneseo, New York; and the Migrant Alternative School in Yakima, Washington. The digest emphasizes effective features of dropout retrieval programs such as academics, vocational training, and support services. (KS)
ERIC No.: ED335179

A Longitudinal Study of Factors Producing High School Dropout Among Handicapped and Non-Handicapped Students. Final Report

Author: Brennan, Tim; Anderson, Frank
Corporate Source: Institutional Development and Economic Affairs Service, Inc. Nederland, CO.
Publication Date: Feb 1990
Note: 347p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $44.80 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: This report presents findings from a multi-year project on handicapped and non-handicapped high school dropouts. It reports on a longitudinal study, which tracked 460 students from 9th to 12th grades or until they dropped out, in five Colorado school districts. It also provides results of a social ecological study to identify community characteristics that predispose a school district to high dropout rates. Data from the longitudinal study covers basic adjustments/bonding patterns to high school; family background; differential school climates and student experiences; peer relations; personal characteristics and behavior; changes in youth between 9th and 12th grades; and prediction of dropping out and school withdrawal. The ecological study examined all 177 Colorado school districts. Findings are reported for variation in dropout rates across school districts; correlations between dropout rates of different groups of students; characteristics of communities with high dropout rates; the importance for prediction of both community characteristics and school district educational variables; and a typology of school districts. (91 references). (DB)
ERIC No.: ED334762

National Dropout Statistics from a Longitudinal Cohort Perspective: Estimating Rates of School-Leaving and School Noncompletion

Author: Ingels, Steven J.; Scott, Leslie A.
Corporate Source: National Opinion Research Center, Chicago, IL.
Publication Date: Apr 1991
Note: 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This report discusses dropout statistics from the perspective of the National Education Longitudinal Study of 1988 (NELS:88). The

NELS:88 provides trend data on the transitions a cohort of 1988 eighth graders experienced as they progress through the educational system. The authors provide dropout statistics for each year. They also review the remedies the NELS:88 offers the weaknesses of the High School and Beyond study, centering on the more accurate estimates provided by confirmation from school enrollment and demographic data. Data from longitudinal cohort studies similar to the NELS:88 make more meaningful analysis of educational trends possible. (SLD)
ERIC No.: ED334260

Meeting the Goals of School Completion. ERIC/CUE Digest No. 68

Author: Grannis, Joseph C.
Corporate Source: ERIC Clearinghouse on Urban Education, New York, NY.
Publication Date: Feb 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-UD-91-9
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Dropout rates increased between 1968 and 1989, and school completion rates for Hispanic and Native American students lag far behind those of African Americans and whites. Student engagement with school is the most important factor in dropout prevention. To promote it, dropout prevention programs must foster: (1) the relevance of school; (2) academic success; (3) positive experience of school; and (4) school accommodation to outside factors. Successful dropout prevention programs must also include clear and regularly monitored school completion goals. Long-term improvements in school completion rates will require both school improvement and improvements in larger social issues such as health care and unemployment. (13 references) (FMW)
ERIC No.: ED334309

Going Places: An Enrichment Program to Empower Students

Author: Eldred Cindy; and Others
Corporate Source: San Diego City Schools, CA.
Publication Date: 1991
Note: 435p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.; Women's Educational Equity Act Program (ED), Washington, DC.
Availability: Women's Educational Equity Act Publishing Center, Educational Development Center, 55 Chapel Street, Newton, MA 02160.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $57.60 Plus Postage.
Target Audience: Teachers, Counselors, Practitioners
Abstract: This semester-long curriculum is designed to increase the self-esteem; leadership skills; and communication, decision-making, and problem-solving abilities of eighth and ninth grade students at risk of dropping out of school. The manual offers procedural suggestions for organizing a Going Places class. Individual sections address administrative support, the role of the teacher, identification of students, curriculum implementation, parent involvement, and transition to high school. The specific lessons include: (1) self-esteem; (2) success; (3) values clarification; (4) communication; (5) goal setting; (6) decision making; (7) assertiveness; (8) tutoring or class projects; (9) communication skills; (10) group dynamics; (11) sex-role stereotyping; (12) career awareness; and (13) bridges to high school. (LLL)
ERIC No.: ED332087

The Student Transition and Retention Program (STAR) and Student Guidebook, 1990-91

Author: Fortune, Dorothy; Sims, Adrienne
Corporate Source: Central County Regional Occupational Program, Santa Ana, CA; Rancho Santiago Community College District, Santa Ana, CA; Santa Ana Unified School District, CA.
Publication Date: 1990
Note: 81p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Practitioners, Students
Abstract: The Student Transition and Retention Program (STAR), a federally funded, model dropout-prevention program was created for the Santa Ana, CA public high schools. STAR accepts students age 17 to 21 who have a minimum English proficiency and who are motivated to complete vocational training and graduate from high school. Enrollment requires 20-25 hours of class per week and a course in vocational English as a second language. Support services are also provided. Part 1 of this report includes the test instruments and counselor evaluation forms, and a high school graduation requirements sheet. Part 2, the student guidebook, includes additional forms and schedules of activities. (JMC)
ERIC No.: ED330376

Promoting Fair College Outcomes: Learning from the Experiences of the Past Decade

Author: Richardson, Richard C., Junior
Corporate Source: Education Commission of the States, Denver, Colo.; National Center for Postsecondary Governance and Finance, Tempe, AZ.
Publication Date: Jan 1991
Note: 48p.; For a related report see HE 024 291.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Education Commission of the States, Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Number MP-90-4, $6.75).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: This report presents an analysis of the data developed from a survey involving case studies of ten public colleges and universities with good records for graduating African Americans, Hispanics, or American Indians during the 1980s. The study found that 20 percent of the predominantly Anglo institutions improved both enrollment and graduation equity outcomes; 20 percent of the predominantly Anglo institutions improved enrollment equity, but lost ground on graduation equity; and 30 percent lost ground both in enrollment and graduation equity. Various State efforts had important positive effects. (5 references) (GLR)
ERIC No.: ED329179

Latinos and the Dropout Crisis: The Community Solution

Corporate Source: ASPIRA Association, Incorporated, Washington, DC. National Office.
Publication Date: 1990
Note: 26p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: ASPIRA Association, Incorporated, 1112 Sixteenth Street North West, Suite 340, Washington, DC 20036 ($3.00).
Availability: EDRS Price -Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: ASPIRA is a community-based Hispanic American organization dedicated to improving the economic status of Hispanic Americans by reducing the high school dropout rate. This publication describes the following national programs: the Hispanic Community Mobilization for Dropout Prevention Program; the Public Policy Leadership Program; and the National Health Careers Program. As dropout research and advocacy are central

features of ASPIRA's programs and an integral part of many projects, this publication also includes lists of ASPIRA Associates' programs and key ASPIRA research studies. (FMW)
ERIC No.: ED328639

Students at Risk: Selected Resources for Vocational Preparation

Author: Kallembach, Sheri C.; And Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Sep 1990
Note: 85p.; For related documents, see CE 055 852-853.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (order no. MDS-111: $2.75).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Target Audience: Practitioners
Abstract: This document provides annotated listings of resources for State and local administrators of vocational special needs programs as well as special needs educators, counselors, researchers and others serving students at risk of dropping out of school. Resources cover program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, occupational experience, and general background literature concerning students at risk. Names, addresses, phone numbers, and descriptions of newsletters; agencies, associations, and organizations; centers for educational information and services; information clearinghouses; computer-based information networks; and databases are included. It also includes title and author indexes. (CML)
ERIC No.: ED324416

Five Cities High School Dropout Study: Characteristics of Hispanic High School Students

Author: Fernandez, Ricardo; And Others
Corporate Source: ASPIRA Association, Inc., Washington, DC. National Office.
Publication Date: 1989
Note: 200p.; Printed on colored paper.
Sponsoring Agency: Anheuser-Busch Companies, Inc., St. Louis, MO; Department of Education, Washington, DC; Social Science Research Council, Washington, DC.
Availability: ASPIRA Association, Inc., 1112 Sixteenth Street, NW, Suite 340, Washington, DC 20036.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Target Audience: Researchers
Abstract: This study describes the individual, family, school, and community characteristics of Hispanic ninth-grade students enrolled in predominantly minority high schools in five major U.S. cities: Chicago, Miami, Milwaukee, Newark, and San Antonio. The following data are reported for four groups--Mexican Americans, Puerto Ricans, Cubans, and Central Americans: (1) student characteristics; (2) parent characteristics; (3) language usage (students' use of Spanish and English); (4) students' attitudes toward school and their peers; (5) school-related variables that are thought to influence success in school; (6) homework and studying (the use of resources outside of the classroom for educational purposes); (7) academic concerns (students' appraisal of their academic performance); (8) current student employment as well as occupational aspirations; and (9) future plans (students' expectations about school attendance during the following academic year). (MYM)
ERIC No.: ED325560

Dropout Rates in the United States: 1989

Author: Kaufman, Phillip; Frase, Mary J.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Sep 1990
Note: 76p.; For earlier report, see ED 313 947.
Report Number: NCES-90-659
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: This is the second annual report to Congress required by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297). It presents data on high school dropout and retention rates for 1989 and time series data since 1968. It also examines high school completion and graduation

rates. Two kinds of dropout rates are reported: (1) the event dropout rate; and (2) the status dropout rate. The event dropout rate represents the proportion of students who leave school during a single year. The report discusses several possibilities for improving the accuracy and extending the data's relevance. It includes time series and standard error tables and technical notes. (MYM)
ERIC No.: ED325561

ASPIRA Five Cities High School Dropout Study: Focus on Parents

Author: Petrovich, Janice; Parsons, James L.
Corporate Source: ASPIRA Association, Inc., Washington, DC. National Office.
Publication Date: 1989
Note: 15p.
Sponsoring Agency: Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.; Social Science Research Council, Washington, DC.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Policymakers, Counselors, Practitioners
Abstract: This report provides education level and other data about the parents of 700 ninth-grade students. The language of greater comprehension of the majority of Hispanic parents is Spanish. Typically, their jobs do not allow them the flexibility to attend meetings or teacher conferences. Although the parents value education and encourage effort, they are unable to assist their children with homework or provide basic resources for study at home. The report recommends that educational agencies collect more accurate data on Hispanics by origin; that the problems of Hispanic parents be addressed; that typewriters, calculators, dictionaries, and tutoring assistance be supplied; and that the data in the present study be expanded and continued in order to track this cohort of students through their school careers. (DM)
ERIC No.: ED324392

Teaching Geography at School and Home ERIC Digest

Author: Stoltman, Joseph P.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Jun 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-91-5
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: More than half the children of the United States are failing to achieve geographic literacy. Several reports for the National Assessment of Educational Progress (NAEP) reveal alarming deficiencies in the geography learning of U.S. youth. Furthermore, a recent international survey found that U.S. young people lag far behind their age-mates in other industrially developed countries in their map skills and knowledge of geography. This digest discusses what students should learn about geography; what to do at school to improve the geography learning of students; and what to do at home to improve the geography learning of children. (DB)
ERIC No.: ED335284

Teaching the 20th-Century History of the United States. ERIC Digest

Author: Schlene, Vickie J.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Jul 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-91-6
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: According to noted education historians/researchers, Diane Ravitch and Chester E. Finn, it is important to reaffirm the teaching of recent U.S. history in secondary schools. Unfortunately, there are several obstacles to teaching this period of history, including time constraints, student apathy for the subject, and limited help from textbooks. This digest examines the coverage of 20th century U.S. history; discusses the consequences of limited coverage for student learning; provides ideas on improvement of teaching and learning 20th century U.S. history; and lists ERIC resources on the topic. (DB)
ERIC No.: ED335283

Portfolios: Assessment in Language Arts. ERIC Digest

Author: Farr, Roger
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-09
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digests examines how portfolios can be used to assess students' language arts levels. The use of portfolios has gained momentum as curriculum experts have called for assessments that include a variety of work samples and have asked that teachers confer with each student about his/her literacy development. Language arts portfolio assessments should: (1) have value to both teachers and students beyond the assessment information; (2) require students to construct responses rather than recognize correct answers; (3) require students to apply their knowledge; (4) pose problems requiring use of multiple resources; and (5) present students with tasks that have a realistic focus. (RS)
ERIC No.: ED334603

A New Look at Literature Instruction. ERIC Digest

Author: Langer, Judith
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-08
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest reviews Judith Langer's theory for teaching literature, which is based on her study of the nature of literary understanding. Her studies show that during reading, there are a series of relationships the reader takes toward the text such as "being out and stepping into an envisionment." Readers' understanding of literary texts seems to be constrained by their notions of human (or imaginary) possibility, while their understanding of non-literary texts seems to be constrained by their perceptions of the topic. The study offers useful guidelines for teachers to use in support of students' understanding processes. (RS)
ERIC No.: ED334595

Peeking Out From Under the Blinders: Some Factors We Shouldn't Forget in Studying Writing. Occasional Paper Number 25

Author: Hayes, John R.
Corporate Source: Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Publication Date: Feb 1991
Note: 21p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Researchers, Practitioners
Abstract: Researchers and educators sometimes need to be reminded of the broad range of factors that have a crucial impact on how writers write. This paper offers a personal checklist of six important factors and a detailed review of each one. The factors are: (1) task definition; (2) perceptual skills; (3) spatial aspects of text; (4) the physical environment; (5) cultural context; and (6) social context. (25 references). (SR)
ERIC No.: ED334587

The International Association for the Evaluation of Educational Achievement. ERIC Digest

Author: Loxley, Bill
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-2
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest examines the organization of the International Association for the Evaluation of Educational Achievement (IEA) and the international studies it has conducted. The IEA consists of a chairperson, general assembly, 6-member standing committee, and secretariat. IEA studies include a decennial assessment of a core of school studies in math, science, reading literacy, composition, and foreign languages; a 35-country reading literacy study; the third international mathematics and science study; school and teacher resource assessments; longitudinal and in-depth case studies; a 21-country computer education study; and a 13-country study of pre-primary early childhood care and education. (TJH)
ERIC No.: ED328604

A Study of High School Literature Anthologies. Report Series 1.5

Author: Applebee, Arthur N.
Corporate Source: Center for the Learning and Teaching of Literature, Albany, NY.
Publication Date: 1991
Note: 79p.
Sponsoring Agency: National Endowment for the Arts, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Literature Center, University at Albany Ed b-9, 1400 Washington Avenue, Albany, NY 12222.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: This study examined seven popular literature anthologies for grades 7 through 12. The author found that: (1) anthologies have narrowed their focus; (2) volumes used in grades 7 through 10 broadened their selections to include a somewhat wider representation of works by women and from alternative traditions; (3) volumes intended for American or British literature courses include few selections by both women and nonwhite authors; (4) the instructional material makes little attempt to help students think on their own; and (5) there is little connection among the activities which indicates an assumption that students build understanding out of individual details, rather than a cumulative, evolving text. (27 references) (RS)
ERIC No.: ED333468

Literature Instruction in American Schools. Report Series 1.4

Author: Applebee, Arthur N.
Corporate Source: Center for the Learning and Teaching of Literature, Albany, NY.
Publication Date: 1990
Note: 148p.
Sponsoring Agency: National Endowment for the Arts, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Literature Center, University at Albany Ed b-9, 1400 Washington Avenue, Albany, NY 12222.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $19.20 Plus Postage.
Abstract: This report describes the methods and materials used to teach literature. The author found that: (1) English teachers are generally experienced and well-prepared; (2) award-winning schools are disproportionately suburban; (3) literature has maintained its central place in the English curriculum in spite of the recent emphasis on teaching writing; (4) the English curriculum is dominated by familiar selections from a white, male, Anglo-Saxon tradition as chosen by the teacher from a literature anthology; (5) high school literature classes heavily emphasize whole-class discussions of text; (6) writing and literature are not independent components of instruction; and (7) school library collections have been strengthened. (54 references) (RS)
ERIC No.: ED333467

Center for the Study of Writing. Final Report

Corporate Source: Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Publication Date: Dec 1990
Note: 123p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: The Center for the Study of Writing has engaged in a program of research aimed at understanding how written language is acquired and how it can best be taught. This report summarizes the Center's major findings related to each problem area and their implications for practice. It reports on individual projects, such as Emergent Literacy--Transition from Home to School and Strategic Knowledge in Reading-to-Write. It also discusses the projects' impact and accomplishments. The report also lists publications by individual projects, noting books, articles and book chapters, technical reports and occasional papers, televised presentations and videos, and publications by graduate students. (SR)
ERIC No.: ED334581

Reading: Elementary. Special Collection Number 6

Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 88p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
TA- Administrators, Parents, Policymakers, Practitioners, Researchers, Students
Abstract: This collection contains 4 syntheses (ERIC Digests) of the research on a specific topic in contemporary education and 14 annotated bibliographies (FAST Bibs) with selected entries from the ERIC database. The collection focuses on reading at the elementary level. It also includes a profile of the ERIC Clearinghouse on Reading and Communication Skills, information on computerized search services, searching ERIC in print, books available from the clearinghouse, and an order form. (RS)
ERIC No.: ED334572

How College Learning Specialists Can Help College Students. ERIC Digest

Author: Stahl, Norman A. and Others
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-10
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest discusses some of the ways basic skills instructors can help students become real learners. It covers: (1) implementing a course simulation model; (2) using undergraduate teaching assistants; (3) using high utility strategies for immediate acceptance; (4) promoting students' planning skills; (5) reconceptualizing vocabulary development; (6) training students to use strategies; and (7) using writing to develop reading comprehension and critical thinking. (RS)
ERIC No.: ED334571

The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class. E.D. Tabs

Author: Rock, Donald A. and Others
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Apr 1991
Note: 122p.; Data Series: NELS:88-88-1.3.
Report Number: NCES-91-460
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: Sixty tables present data for the test achievement of a national probability sample of eighth graders in public and private schools. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88), which monitors the transition of a national sample of young adults as they progress from junior high to senior high school and on to postsecondary education and/or work. Its purpose is to provide policy-relevant data concerning the effectiveness of schools, curriculum paths, special programs, variations in curriculum content, and/or mode of delivery in bringing about educational growth. The NELS:88 test battery includes four tests: (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/government. This report is a tabular summary of achievement test scores for approximately 25,000 eighth graders from slightly more than 1,000 schools. Results are grouped into

student background variables; parental involvement variables; and school characteristics and school climate. (SLD)
ERIC No.: ED335365

Critical Thinking. Special Collection Number 3

Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 52p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Administrators, Parents, Policymakers, Practitioners, Researchers, Students
Abstract: Designed to help practitioners become more familiar with the issues and research studies of the critical-thinking movement, this collection offers eight digests and three annotated bibliographies concerning critical thinking at all educational levels. It also includes a profile of the ERIC Clearinghouse on Reading and Communication Skills, and information on computerized search services, searching ERIC in print, books available from the clearinghouse, and an order form. (RS)
ERIC No.: ED334556

Ahead of the Curve. Numbers 1-4

Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: 1990
Note: 35p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This series of four project information updates reports on a variety of issues relating to student achievement. It reports on some recent work in facilitating student achievement in reading, writing, thinking, using technology, and school, parent, student, and community partnerships. In addition, it describes programs that have changed to improve student achievement in reading as well as staff development efforts designed to help teacher educators and staff developers use cutting-edge research and practice-based information. There is also information about an inservice workshop on thinking skills and staff development workshops on classroom assessment. (RS)
ERIC No.: ED334555

Reading and Understanding Literature. Report Series 4.5

Author: Hansson, Gunnar
Corporate Source: Center for the Learning and Teaching of Literature, Albany, NY.
Publication Date: 1990
Note: 24p.
Sponsoring Agency: National Endowment for the Arts, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Literature Center, University of Albany, Ed B-9, 1400 Washington Avenue, Albany, NY 12222 ($3.00 prepaid; checks payable to the Research Foundation of SUNY).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Research from the International Association for the Evaluation of Educational Achievement suggests that differences in comprehension between high- and low-achieving students are much less in literature than in reading comprehension. Other studies showing declines in reading comprehension over time do not indicate corresponding declines for literature. Studies suggest that despite differences in age, education, and reading, groups of readers have similar abilities to create meanings early in the reading process and to organize and observe these meanings. But groups differ when asked to describe or interpret literary works. (SG)
ERIC No.: ED333438

Implementing Middle School Foreign Language Programs. ERIC Digest

Author: Short, Deborah J.; Willetts, Karen
Corporate Source: ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Publication Date: Jun 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-FL-91-
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest discusses the issues involved in implementing middle school foreign language programs. It highlights a number of implementation and instructional issues including scheduling, staffing, teacher recruitment, teacher certification, staff development, curriculum development, teaching methods, and instructional materials. (VWL)
ERIC No.: ED333714

Foreign Languages: Improving and Expanding Instruction. A Compendium of Teacher-Authored Activities for Foreign Language Classes

Author: Weiser, Ernest L., Ed.; and Others
Corporate Source: Florida Atlantic University, Boca Raton.
Publication Date: May 1990
Note: 295p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $38.40 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This collection of 98 lesson plans for foreign language instruction is the result of eight workshops on how language teachers can develop communicative activities for the classroom. The lessons were produced by foreign language teachers, who each wrote a report on how the methods covered in the workshops could be incorporated into lesson planning and then created a lesson plan based on the report. Strategies on which the lessons are built include confidence-building, student-centered communication, use of audio-visual materials, development of oral/aural skills, increasing motivation, introducing and stimulating cultural awareness and appreciation, and evaluating skill development. (MSE)
ERIC No.: ED333726

Encouraging Your Junior High Student to Read

Author: Shefelbine, John
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; International Reading Association, Newark, DE.
Publication Date: 1991
Note: 33p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Parent Booklets, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 ($1.75 prepaid); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698 ($1.75).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This booklet shares ideas, guidelines, and suggestions to help parents of junior high school students help their children read more and derive more pleasure from reading. The booklet focuses on the "why's" and "how to's" of two central issues in promoting reading for pleasure: supplying a wide variety of interesting reading materials and making time to read. The booklet is composed of five sections: (1) "Why Reading for Pleasure Is Important"; (2) "General Guidelines for Parents"; (3) "Finding Time"; (4) "Gathering a Variety of Interesting Materials"; and (5) "Encouraging Reading for Pleasure." There are lists of sources for parents' reading and of resources for parents. (SR)
ERIC No.: ED333362

Music Experts' Views of an Ideal Curriculum. Elementary Subjects Center Series Number 28

Author: May, Wanda T.
Corporate Source: Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
Publication Date: Dec 1990
Note: 115p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: This report summarizes the views of six experts in music education on how to convey a conceptual understanding of music at the elementary level. Through written exercises and interviews, these educators explore the curriculum, teaching, and evaluation of music education. Other experts compare these views to their own ideas on curriculum, teaching, and learning in elementary music. They discuss the features of an ideal curriculum, goals in music education, key concepts in music, and how to organize and sequence these ideas with sample lessons. (Author)
ERIC No.: ED332897

How To Teach the Bill of Rights

Author: Patrick, John J.; Leming, Robert S.
Corporate Source: B'nai B'rith, New York, NY Anti-Defamation League.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: 1991
Note: 114p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This book is designed to help secondary school teachers of history, government, and civics teach the U.S. Constitution and Bill of Rights. The book facilitates the careful study of the primary documents and legal case studies. Chapters 1 and 2 introduce the Bill of Rights and suggest guidelines for teaching about constitutional rights and liberties. Chapters 3-6 include background information and insights about the formation of the Bill of Rights, the role of the Supreme Court in protecting constitutional rights, and how the Bill of Rights applies to five landmark Supreme Court cases. There are lesson plans and a resource guide. (DB)
ERIC No.: ED332928

Teaching the Responsibilities of Citizenship. ERIC Digest

Author: Patrick, John J.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Apr 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-91-3
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Education for citizenship in a constitutional democracy has been a long-standing goal of schools in the United States; students must learn their civil rights and responsibilities in a free society. This ERIC Digest discusses: (1) the importance of teaching the responsibilities of citizenship; (2) deficiencies in learning about responsible citizenship; (3) how to improve citizenship education at home and at school; and (4) where to obtain information and materials about teaching responsible citizenship. (Author)
ERIC No.: ED332929

Student Achievement in Core Subjects of the School Curriculum. ERIC Digest

Author: Patrick, John J.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Apr 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-91-2
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: In February 1990, the President and the 50 governors proclaimed a set of six national goals for improving schools and student achievement by the year 2000. These six goals reflect widely held concerns that most people have not been receiving the education they need to meet the challenges of twenty-first century life. This digest addresses one of the six national goals: "By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well..." (Author/DB)
ERIC No.: ED332930

Opportunities for Learning: Curriculum and Instruction in the Middle Grades. Report Number 47

Author: Becker, Henry Jay
Corporate Source: Center for Research on Elementary and Middle Schools, Baltimore, MD.
Publication Date: Feb 1990
Note: 29p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: In 1988, the Johns Hopkins Center for Research on Elementary and Middle Schools surveyed over 1,700 middle school principals to analyze the content and skills that students in middle grades are taught; the instructional methods that are used; and the influences that the school, community, and student body have on curriculum and instruction. The author looked at various course areas, teaching practices, and school characteristics. He also gathered information on the school's community, students' ethnicity, and students' family economic background. He found that school structure and location and the students' economic backgrounds affect the kinds of courses and instruction that schools provide. (BC)
ERIC No.: ED331625

The Construction and Use of High-Volume Cultural-Literacy Reading Tools

Corporate Source: California State University, Northridge.
Publication Date: 1990
Note: 70p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: The national problem of literacy has both a basic skills and a general knowledge dimension or "cultural literacy." Since high-volume reading produces measurable improvement in both dimensions, an "action literacy" project constructed eight reading lists (770 titles) at various levels. The program then constructed personal choice tools for each list to encourage students to read. The program also constructed and identified practical tests to let students demonstrate their reading achievement. The program illustrated the efficacy of high-volume personal choice reading in improving writing skills. (Author/RS)
ERIC No.: ED330994

Cultivating Thinking in English and the Language Arts

Author: Marzano, Robert J.
Corporate Source: National Council of Teachers of English, Urbana, IL.
Publication Date: 1991
Note: 96p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock Number 09918-0015, $6.95 members, $8.95 nonmembers).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Practitioners
Abstract: This book suggests ways that teachers can let students practice higher mental operations. The author, who believes that helping students understand their own mental processes helps them function at higher levels in English class, suggests ways that teachers can make students aware of: (1) how their personal beliefs affect their assessments of the subject matter and their own abilities and (2) how they can change and enlarge these beliefs if they are limiting. He describes activities that help students understand how they link new ideas with what they already know. Journal writing and transactional response activities are key elements of the program. (117 references) (SR)
ERIC No.: ED331089

Reading Strategies for the Primary Grades. Teaching Resources in the ERIC Database (TRIED) Series

Author: Katz, Kim; Katz, Claudia
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 115p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698 ($12.95).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of 40 lesson plans focuses on reading strategies for the primary grades. The plans offer practical suggestions on how to: (1) facilitate beginning reading; (2) assist comprehension through vocabulary development; (3) read different kinds of text; (4) enhance reading by writing and writing by reading; and (5) promote reading by promoting the use of books. There is an activities chart that indicates the focus and types of activities such as collaborative learning, use of literature, and playing games. A 37-item annotated bibliography contains references to additional lessons and to other resources. (RS)
ERIC No.: ED331016

Reading and Writing in a Kindergarten Classroom. ERIC Digest

Author: Fisher, Bobbi
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: Jun 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-06
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Teachers can support the growth and development of reading and writing among kindergartners by using a natural learning classroom model that consists of demonstration, participation, practice/role play, and performance for organizing the day and planning for groups and individual children. The goal of teachers in such classrooms is to help their students to become independent readers and writers as well as self-motivated, self-directed, and self-regulated learners within a community of learners. Reading and writing materials are accessible and usable throughout a print-rich classroom environment. (RS)
ERIC No.: ED331030

Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest

Author: Mullins, Sandra L.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Nov 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-90-9
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This digest outlines the essential elements of the National Commission on Social Studies in the Schools' curriculum report. It recommends that social studies programs develop the following in their programs: civic responsibility and citizen participation; global perspective; "Critical Understanding" of the history, geography,

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and the pluralistic nature of the civil institutions of the United States; a multicultural perspective on the world's peoples; and capacities for critical thinking. The digest presents curriculum recommendations for grades K-6 and 7-12 and recommendations for teaching strategies. A 9-item reference list concludes the digest. (DB)
ERIC No.: ED329484

Achievement of Knowledge by High School Students in Core Subjects of the Social Studies. ERIC Digest

Author: Patrick, John J.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Publication Date: Jan 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SO-91-1
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest synthesizes finding of two national reports on elementary and secondary school students' knowledge of United States history, geography, and civics and high school students' knowledge of economics as they relate to 11th and 12th graders. The 11th and 12th graders overall achievement in history, geography, civics, and economics is dismal. Factors that produce better performances include a home environment where reading and information are valued, limited television viewing, classroom lessons which use knowledge and higher level performances on tests of knowledge, teacher knowledge of the subject area, and strong teacher in-service education. A 9-item resource list concludes the Digest. (Author/JH)
ERIC No.: ED329486

Academic Achievement in a Second Language. ERIC Digest

Author: Lewelling, Vickie W.
Corporate Source: ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Publication Date: Feb 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-FL-91-01
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: The academic achievement of limited-English-speaking (LEP) students has long been a major national educational concern. This digest focuses on: (1) factors that promote or inhibit academic achievement in a second language; (2) the length of time needed for LEP students to achieve at comparable levels in school with their native English-speaking peers; (3) the transfer of skills in the first language to English; (4) program models that promote academic achievement in a second language; and (5) the assessment of academic achievement. (VWL)
ERIC No.: ED329130

Increasing Comprehension by Activating Prior Knowledge. ERIC Digest

Author: Christen, William L.; Murphy, Thomas J.
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: Mar 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ED0-CS-91-03
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: Current research supports the value of helping students to activate their prior knowledge base or to build a base if one does not exist. Creating an opportunity to challenge students to call on their collective experiences (prior knowledge) is essential so that teachers can move students from memorization to meaningful learning. Teachers should remember to: (1) present information which builds background ideas, concepts, and principles; (2) show (do not tell) through demonstrations, multi-media use, and graphics; (3) use outside resources, trips, and speakers; and (4) tell about the topic from personal experience. (RS)
ERIC No.: ED328885

Facilitating Student Achievement: Focusing on Promising and Exemplary Programs in Reading; Writing; Thinking; Partnerships; Technology

Author: Seligman, Claudia Dee; And Others
Corporate Source: Southwest Educational Development Laboratory, Austin, Tex.
Publication Date: [1990
Note: 185p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $24.96 Plus Postage.
Abstract: This document reviews promising and exemplary programs designed to improve student achievement. The programs represent five areas that hold promise for strengthening students' academic performance: improved instructional strategies in reading, writing, and thinking and the use of educational partnerships and technology to support and enhance instruction. The reviews focus on Theme E, a project designed to provide a select group of teacher educators and other staff development providers with research and practice-based information about instructional approaches that improve student achievement. The reviews aim to provide specific information on effective instructional programs and practices. (RS)
ERIC No.: ED328905

A Guide to Selecting Basal Reading Programs

Corporate Source: Illinois University, Urbana. Center for the Study of Reading.
Publication Date: 1990
Note: 271p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: University of Illinois-Guide, Post Office Box 2121, Station A, Champaign, IL 61825-2121 ($50 per set plus sales tax, where applicable; set of 9 booklets comes with a 3-ring binder and a copy of "Teachers and Reading: Suggestions for the Classroom").
Availability: EDRS Price - Microfiche $1.15/Paper Copy $34.32 Plus Postage.
Target Audience: Policymakers
Abstract: This is a series of nine booklets for those who must select new reading programs and evaluate existing ones. Titles include: Beginning Reading and Decoding Skills; Comprehension I: The Directed Reading Lesson; Comprehension II: Skills and Strategies; Reading and Writing Instruction; Selections in the Basal Reader; Tests on Basal Reading Programs; Vocabulary Instruction; and Workbooks. Each includes a discussion of findings from research and effective practice; guidelines; a teacher assistance section; and a set of worksheets. A leader's manual contains instructions for the guide's use and information about basal reading programs and the textbook adoption procedure. (Author/MG)
ERIC No.: ED327835

Encouraging Writing Achievement: Writing across the Curriculum. ERIC Digest

Author: Sorenson, Sharon
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-05
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Practitioners
Abstract: Across-the-curriculum writing, which includes expressive writing and product writing, removes students from their passivity. Proponents agree that when teachers incorporate writing in their content areas, the need for review and the need for reteaching after testing is sufficiently reduced to

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more than make up for the difference in the amount of instructional time required. While hard statistical evidence regarding the benefits of writing-across-the-curriculum is scarce, a few studies show positive results. To implement a writing-across-the-curriculum program, most school districts have used inservice education and group dialogue. (RS)
ERIC No.: ED327879

Foreign Language Learning: An Early Start. ERIC Digest

Author: Curtain, Helena
Corporate Source: ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Publication Date: Dec 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-FL-90-12
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Practitioners
Abstract: For a local school or community seeking to implement elementary school language programs, it is important that a rationale be developed to meet the needs and priorities of the area or institution which addresses the benefits of language learning, the choice of languages to be taught, and the type of instruction to be used. Research reports and studies, State curriculum guides, and school curriculum guides can all provide useful information on developing a foreign language program rationale. The educational system should provide as expansive a curriculum as possible to prepare children for the complicated world in which they live. (MSE)
ERIC No.: ED328083

Developing Metacognition. ERIC Digest

Author: Blakey, Elaine; Spence, Sheila
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: Nov 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-IR-90-6
Availability: ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Media Staff, Practitioners
Abstract: This review reports that metacognitive strategies can increase learning skills and that their use can be gradually developed in people. The report states that the school library media center is the ideal place for students to learn how to develop metacognitive strategies and thus calls for metacognitive environments in schools so that teachers and media specialists can encourage students' problem-solving and learning skills. The report also describes the six basic strategies for developing metacognitive behaviors. (4 references and 4 additional readings) (MAB)
ERIC No.: ED327218

Instructional Time as a Factor in Increasing Student Achievement

Author: Nelson, Steve
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR
Publication Date: 1990
Note: 9p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report reviews three studies that concur that increasing allocated time has little influence on student achievement. Walberg argues for the expansion of "productive time" (allocated plus engaged time) through a classroom emphasis on individual student learning differences and small-group instruction. Dewalt and Rodwell's observations in a rural elementary school and Cotton's review of research findings reinforce the necessity of employing sound teaching methods and classroom techniques in conjunction with increased allocated time. Cotton's recommendations for teachers and administrators are listed. (SV)
ERIC No.: ED327350

The Relationship of Classroom Thoughtfulness to Students' Higher Order Thinking: Preliminary Results in High School Social Studies

Author: Newmann, Fred M.
Corporate Source: National Center on Effective Secondary Schools, Madison, WI; Wisconsin Center for Education Research, Madison, WI.
Publication Date: 30 Jan 1990
Note: 28p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This report presents an approach to the assessment of classroom thoughtfulness that recognizes the importance of indepth knowledge, intellectual skills, and dispositions; it also emphasizes general qualities of discourse such as teachers posing higher order challenges and students giving reasons. Classroom observation was used to assess levels of thoughtfulness in 39 diverse 9th grade social studies classes in 7 midwest high schools during the academic year 1988-1989. At the end of the year, students read two pages of background information on a constitutional issue and completed a written exercise asking them to state and defend their position. Although teachers had not prepared students for such an exercise, the persuasiveness of student reasoning on the constitutional issues was strongly associated with the level of classroom thoughtfulness to which students were exposed. (Author/DB)
ERIC No.: ED326466

How Can We Teach Critical Thinking? ERIC Digest

Author: Carr, Kathryn S.
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-90-7
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest discusses three ways in which teachers can create an environment that stimulates critical inquiry: critical reading; writing to learn; and classification games. Critical reading has been defined as learning to evaluate, draw inferences, and arrive at conclusions based on the evidence. Elbow's (1983) writing to learn approach to first- and second-order thinking is based on a two-step writing process involving freewriting that helps students discover what they think about a topic. In this approach, students use reflection to help them logically develop and control a topic. Classification tasks are integral to vocabulary-concept development and the inquiry approach to science. They require that students identify attributes and sort into categories according to some rule. These tasks are important for the retention of information in memory. Instead of relying on special courses and texts, every teacher should employ methods such as these to create an atmosphere where students are encouraged to read deeply, question, engage in divergent thinking, look for relationships among ideas, and grapple with real life issues. (RH)

ERIC No.: ED326304

Using National Assessment of Educational Progress Data To Improve Student Achievement and Citizenship: A Discussion Guide for Teachers and Administrators

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: 24 Sep 1990
Note: 15p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Administrators, Teachers, Practitioners
Abstract: This discussion guide focuses on the five corollary objectives of the National Education Goal

on Student Achievement and Citizenship, which are to: (1) increase the academic performance of elementary and secondary school students in every quartile and achieve a distribution of minority students in each level that more closely reflects the student population as a whole; (2) increase the percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively; (3) involve students in activities that promote and demonstrate good citizenship, community service, and personal responsibility; (4) increase the percentage of students who are competent in more than one language; and (5) make students knowledgeable about the diverse cultural heritage of the nation and the world community. Under each objective the guide provides NAEP data and other research findings, and discussion questions designed to help teachers and administrators re-examine current practices in their schools in order to find ways to better educate their students. (TJH)
ERIC No.: ED326578

Implementing Early Literacy: Promising Success for All Kindergarten Children. Technical Report Number 517

Author: Stewart, Janice P.; And Others
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA; Illinois University, Urbana. Center for the Study of Reading.
Publication Date: Oct 1990
Note: 15p.
Sponsoring Agency: Andrew W. Mellon Foundation, New York, NY; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This study demonstrated the viability of an instructional paradigm that identifies adult mediation within the zone of proximal development to be a significant factor in young children's learning. Six teachers participated during the first year and eight teachers during the second year. Complete data were collected for 200 kindergarten children. Research-practitioner- based components were created using results from previous kindergarten studies. Underlying each component was recognition by the teachers that the following were integral to mediate and support children's learning: structural analysis, scaffolding, mediation, and modeling. Children in the project classes performed significantly better on the majority of reading and writing tasks administered at the end of kindergarten. (27 references). (MG)
ERIC No.: ED324651

Accelerating Academic Achievement. America's Challenge. A Summary of Findings from 20 Years of NAEP

Author: Mullis, Ina V.S.; And Others
Corporate Source: Educational Testing Service, Princeton, NJ; National Assessment of Educational Progress, Princeton, NJ.
Publication Date: Sep 1990
Note: 80p.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Report Number: ISBN-0-88685-107-6, NAEP-19-OV-01
Availability: National Assessment of Educational Progress (NAEP), Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: This report summarizes data from 1970-90 of the National Assessment of Educational Progress (NAEP), which represents the nation's only ongoing assessment of American students' academic achievement. It presents assessments of educational achievement of students in grades 4, 8, and 12. Chapters report on the students' competency in subject matter across the curriculum and their ability to use their minds well; trends related to the performance of elementary, middle, and secondary school students in higher-order reasoning, problem solving, and communication skills; and information about the academic achievement of minority students. (SLD)
ERIC No.: ED325500

Achievement Effects of Ability Grouping in Secondary Schools: A Best-Evidence Synthesis

Author: Slavin, Robert E.
Corporate Source: National Center on Effective Secondary Schools, Madison, WI.
Publication Date: 1990
Note: 37p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Document Service, National Center on Effective Secondary Schools, University of Wisconsin-Madison, Wisconsin Center for Education Research, 1025 W. Johnson Street, Madison, WI 53706 ($7.00 prepaid).
Availability: EDRS Price - Microfiche $.86/Paper Copy $4.06 Plus Postage.
Abstract: The author reviews studies of the effects of grouping secondary students by ability. He found no effect on student achievement for either comprehensive between-class ability grouping plans, different forms of ability grouping, or ability grouping by subject (except in social studies). This contradicts earlier findings that grouping students by ability benefits high-level students but hinders low-level students. Explanations for this discrepancy are discussed. (LMI)
ERIC No.: ED322565

A View on Geography and Elementary Education. Elementary Subject Center Series Number 18

Author: Pigozzi, Bruce W.
Corporate Source: Michigan State University, East Lansing. Institute for Research on Teaching.
Publication Date: Mar 1990
Note: 25p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034.
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: The authors contend that only a very small, and usually trivial, part of geography is currently taught in American elementary schools, and that even this part is often submerged in the social studies curriculum. They recommend combatting the ignorance of geography by teaching it as a separate subject and stressing the function and use of geography over data and trivial information. (DB)
ERIC No.: ED323135

Teaching Critical Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest Number 2

Author: Howe, Robert W.; Warren, Charles R.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1989
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-89-22
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (1.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: National, state association, business, and industry reports on education produced in the 1980's called for increased emphasis on higher-order learning skills, including critical thinking skills. This digest presents a definition of critical thinking; research findings concerning critical thinking; a discussion of the role of environmental education in critical thinking instruction; materials available for environmental education that emphasize critical thinking skills; and assistance available to teachers who want to modify instruction to emphasize critical thinking skills. (14 references). (CW)
ERIC No.: ED324193

Science: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. Science Education Information Report

Author: Helgeson, Stanley L. and Others
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: Dec 1990
Note: 97p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($10.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Practitioners
Abstract: This document contains a selected listing of 36 promising and exemplary 36 programs and/or material in four areas: Elementary-Secondary (K-12), Elementary (K-8), Junior High/Middle School, and Secondary (7-12). It also includes a college program that could be used with high school students in a second-level science course. Topics include physical science, engineering, life sciences/health, computers, physics, telecommunications, marine biology, environmental education, ecosystems, geography, technology, scientific inquiry, water quality, earth science, field trips, and problem solving. (26 references). (KR)
ERIC No.: ED335234

Trends and Issues in Mathematics Education: Curriculum and Instruction

Author: Howe, Robert W. and Others
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: Dec 1990
Note: 83p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($8.50).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Practitioners
Abstract: This monograph summarizes selected major activities, trends, issues, and recommendations related to curriculum, instructional materials, and instruction in K-12 mathematics education. It presents those that appeared most frequently in the literature or those that were indicated as possibly most influential. Numerous examples of curricula, programs, materials, and instruction are provided that illustrate trends, issues, and recommendations cited. (166-item bibliography). (KR)
ERIC No.: ED335231

Mathematics: Promising and Exemplary Programs and Materials in Elementary and Secondary Schools. Mathematics Education Information Report

Author: Mizer, Robert and Others
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: Dec 1990
Note: 67p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($10.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Practitioners
Abstract: This document describes 29 exemplary and promising programs and/or materials in three areas: Elementary-Secondary (K-12); Elementary (K-9); and Middle, High School, and College. Eachsection includes the title, source(s), audience, description, production date, evaluation and/or comments, materials available, and the address of a contact person. Four resource organizations are listed for additional information. (11 references). (KR)
ERIC No.: ED335230

Counting on You: Actions Supporting Mathematics Teaching Standards. Perspectives on School Mathematics

Corporate Source: National Academy of Sciences--National Research Council, Washington, DC. Mathematical Sciences Education Board.
Publication Date: 1991
Note: 39p.; With the cooperation of the National Council of Teachers of Mathematics. Photographs may not reproduce well.
Sponsoring Agency: Department of Education, Washington, DC.; EXXON Education Foundation, New York, NY; National Science Foundation, Washington, DC.
Availability: Mathematical Sciences Education Board, 818 Connecticut Avenue, NW, Suite 500, Washington, DC 20006.
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available From EDRS.
Target Audience: Policymakers, Teachers, Community, Practitioners
Abstract: Teachers of mathematics are leading a nationwide effort to bring about a complete redesign of both school and college mathematics programs by setting new and more demanding standards for what students must learn about mathematics, as well as for what teachers themselves must accomplish as professionals in the classroom. This document describes why significant change in mathematics education is necessary, what steps have been taken thus far to bring about such change on a nationwide basis, and how demanding the challenges are that teachers face in carrying out the task. It offers specific actions that can be taken to support the efforts of mathematics teachers to meet the high standards they have set for their profession. It includes a list of Mathematical Sciences Education Board members. (12 references). (JJK)
ERIC No.: ED335228

The Eisenhower Mathematics and Science Education Program: An Enabling Resource for Reform. Summary Report. National Study of the Education for Economic Security Act (EESA) Title II Program

Author: Knapp, Michael S. and Others
Corporate Source: Policy Studies Associates, Inc., Washington, DC; SRI International, Menlo Park, CA.
Publication Date: Feb 1991
Note: 51p.; For a related document, see SE 052 196.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Researchers, Practitioners, Policymakers
Abstract: This report summarizes a 2-year study of the largest Federal initiative to improve the teaching of mathematics and science in the nation's schools--the Dwight D. Eisenhower Mathematics and Science Education Program. It addresses (1) the program's operation in terms of size and scope, individual state leadership components, local district funding, and grants to institutions of higher education; (2) the program's contributions to the reform of mathematics and science education with reference to teachers, classrooms, students, and the overall educational system; and (3) the conclusions of the 2-year study that put the program in perspective with regard to enabling resources and its future functioning. Among the major findings: (1) the program occupies an otherwise unfilled niche among reform initiatives; (2) the program expands the array of professional development opportunities for students; (3) the program supports leadership at all levels, but does not create it; and (4) the program provides a necessary, but insufficient, resource for promoting sustained change in mathematics and science teaching practices. (JJK)
ERIC No.: ED335225

Trends and Issues in Science Education: Curriculum and Instruction

Author: Howe, Robert W. and Others
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: Dec 1990
Note: 77p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($8.50).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Practitioners
Abstract: This monograph summarizes selected activities, trends, issues, and recommendations related to science education curriculum, instructional materials, and instruction. It presents those that appeared most frequently in the literature and/or those that were indicated as possibly most influential. Numerous examples of curricula, programs, materials, and instruction are provided to illustrate trends, issues, and recommendations cited. (136 references). (KR)
ERIC No.: ED335236

National Association for Research in Science Teaching Annual Conference Proceedings (63rd, Atlanta, GA, April 8-11, 1990). Abstracts of Presented Papers

Author: Blosser, Patricia E., Editor; Helgeson, Stanley L., Editor.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH; National Association for Research in Science Teaching.
Publication Date: Apr 1990
Note: 199p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $25.60 Plus Postage.
Target Audience: Researchers, Practitioners
Abstract: This document contains the abstracts of most of the papers, symposia, and poster sessions presented at the 63rd Annual Conference of the National Association for Research in Science Teaching. Subject areas addressed include teacher preparation; cognitive models; classroom practices; teaching methods; student learning; cooperative learning; science instruction and curriculum; science/technology/society; cognitive test development; and teacher development. (KR)
ERIC No.: ED335235

Mathematics Education Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network

Author: Lee, Carolyn S., Comp.
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
Publication Date: Feb 1991
Note: 35p.
Report Number: PIP-91-835
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The Office of Educational Research and Improvement established the National Diffusion Network in 1974 to disseminate information about exemplary educational programs to help school systems solve their problems without starting from scratch. This catalog describes exemplary mathematics education programs. Part I describes 13 funded mathematics programs for grades K-12. Part II describes five nonfunded programs that offer training and technical assistance through cost/service agreements negotiated with potential adopters. Part III tells how to contact the 50 State facilitators for further information. (JJK)
ERIC No.: ED334081

Teaching Limited English Proficient Students to Understand and Use Mathematics. ERIC/CUE Digest No. 70

Author: Schwartz, Wendy
Corporate Source: ERIC Clearinghouse on Urban Education, New York, NY.
Publication Date: Mar 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-UD-91-0
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Some of the instructional techniques of the mathematics reform movement are effective with Limited English Proficient students, whether or not instruction is in English. The author found that: (1) students can learn advanced mathematics regardless of their fluency in English or the ability of their teacher to speak their native language; (2) computation skills are less important than understanding mathematics; and (3) number facts can be learned fastest in the context of understanding mathematics. A mathematics curriculum for these students should include: (1) teaching "mathematics language"; (2) asking students to devise problems from their own experiences; and (3) presenting mathematics as a social task. (8 references) (FMW)
ERIC No.: ED334310

Preparing College Teachers to Integrate Math and Language Instruction

Corporate Source: Miami-Dade Community College District, FL.
Publication Date: 1991
Note: 40p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The math-language approach applies techniques for learning languages to the formation of mathematics concepts. This report discusses training materials designed to introduce this approach to college teachers of limited-English-proficient (LEP) students. Specialists in both fields collaborated to produce a 3-part training package, consisting of an instructor's guide and a video program, to introduce this approach and serve as a general blueprint for a text and workbook produced by the Center for Applied Linguistics. The report describes how the materials were developed and compares them to the conventional workshop method of teacher training. (MSE)
ERIC No.: ED331297

Promising Materials, Projects, and Programs for Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2

Author: Disinger, John F.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-90-32
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: Environmental education involves the continual development of projects and programs. Most have been local, modest, and short-lived. But in recent years many have become more ambitious and sophisticated, more effectively designed, and better positioned. This digest describes several of these activities: "Operation Earth" (Public Broadcasting System); "National Issues Forum" (an environmental reader featuring 200 short scripts); "Earthwatching" (models for public discussion);

"Essential Learnings" (Centre for Environment in India and State University of New York at Syracuse); "Activity Guide Evaluation" (California State Department of Education); and "Standards Development" (American Society for Testing and Materials exploration of voluntary standards). (6 references) (CW)
ERIC No.: ED331698

Helping Your Child Learn Science

Author: Paulu, Nancy; Martin, Margery
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
Publication Date: Jun 1991
Note: 68p.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Parents
Abstract: This book suggests simple activities through which parents can be "scientific" (curious, observing, and inquiring) with their 3- to 10-year-old children. The book includes basic information about science; home and community activities; and an appendix with tips on how to encourage schools to develop good science programs, a brief description of nine scientific concepts, and a list of recommended science books and magazines. The home activities involve inertia, momentum, surface tension, bubbles, insects, buoyancy, lubricants, capillary action, adhesives, measurement, static electricity, molds, photosynthesis, crystals, chemical reactions, and television shows. Community activities include trips to zoos, museums, planetariums, aquariums, and farms. (KR)
ERIC No.: ED331727

Elementary School Science for the '90s

Author: Loucks-Horsley, Susan; and Others
Corporate Source: National Center for Improving Science Education, Washington, DC.
Publication Date: 1990
Note: 183p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403 (ASCD Stock Number 611-90119, $13.95).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $25.60 Plus Postage.
Target Audience: Practitioners
Abstract: Good elementary school science engages children to wonder and study the natural world. It gives children the opportunity to explore how things work firsthand. This book was written for science supervisors, administrators, curriculum coordinators, and teachers to help them improve science education in elementary schools. The book is organized according to the 13 findings of the National Center for Improving Science Education. Topics include curriculum, instruction, assessment, and teacher development and support. Appendixes include a general reference list for science leaders and a list of science resources in the United States. (CW)
ERIC No.: ED331703

Selected Procedures for Improving the Mathematics Curriculum: Assessment. ERIC/SMEAC Mathematics Education Digest No. 2

Author: Dossey, John A.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-90-29
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.50 single copy).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: While 1990 was the year of reform recommendations in mathematics education, 1991 may become the year of assessment. This digest reviews trends in mathematics assessment. The author discusses the sudden emphasis on assessment; how schools can improve their methods of assessing students; how assessment can be used to improve instruction; changes taking place in National and State testing and in college entrance examinations; and what schools can do to improve. (11 references) (CW)
ERIC No.: ED331697

The State of Mathematics Achievement: NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States

Author: Mullis, Ina V. S.; Dossey, John A.; Owen, Eugene H.; Phillips, Gary W.
Corporate Source: Educational Testing Service, Princeton, NJ; National Assessment of Educational Progress, Princeton, NJ.
Publication Date: Jun 1991
Note: 593p. This report includes an executive summary and 40 separate reports for 37 States, District of Columbia, Guam, and the Virgin Islands; see SE 052 056-096.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Report Number: ETS-21-ST-04 NCES-91-1259
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. An Executive Summary is available sepatately as ED330546.
Availability: EDRS Price - Microfiche $1.66/Paper Copy $76.80 Plus Postage.
Target Audience: Policymakers, Researchers, Practitioners
Abstract: Fourth, eighth, and twelfth graders were tested in math as part of The National Assessment of Educational Progress. Seventy-two percent of the fourth graders could solve third-grade problems (addition and subtraction), and 11 percent grasped fifth-grade material (multiplication). Ninety-eight percent of the eighth graders understood third-grade problems; 67 percent grasped fifth-grade problems; but only 14 percent had mastered seventh-grade material (fractions, decimals). All of the high school seniors could solve third-grade problems; 91 percent understood fifth-grade material; 46 percent grasped seventh-grade material (decimals, simple algebra); and 5 percent understood geometry and algebra. (JJK/WTB)
ERIC No.: ED330545

Ideas for Integrating the Microcomputer with High School Science

Author: Podany, Zita
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR. Technology Program.
Publication Date: Nov 1990
Note: 13p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Practitioners
Abstract: This report discusses computers used in high school science classrooms and includes four teacher interviews. The interviews treat the following: approach to science instruction, making science learning attractive, stimulating the use of higher-order thinking skills, the use of computers to enhance science instruction through activities based on microcomputer-based laboratories, the characteristics common to all four teachers, and the advantages and disadvantages of this approach. (KR)
ERIC No.: ED328443

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network

Author: Sivertsen, Mary Lewis, Compiler
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
Publication Date: Oct 1990
Note: 31p.; For previous editions see ED 283 673 and ED 316 434. Product of the Recognition Division.
Report Number: PIP-90-846
Availability: Superintendent of Documents, United States Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners, Researchers
Abstract: This report lists 16 exemplary science education programs which are available to school systems or other educational institutions for implementation in the classroom. Some programs can provide consultant services and limited

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assistance with the training and materials. The report also provides information about the National Diffusion Network and a listing of State facilitators and one private school facilitator. (KR)
ERIC No.: ED327376

Mathematics Achievement and Classroom Instructional Activities. National Assessment of Educational Progress, 1985-86. Survey Report

Author: Sedlacek, Deborah Sherman
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Sep 1990
Note: 132p.; Tables contain small type which may not reproduce well.
Report Number: NCES-90-491
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($5.50).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Abstract: National Assessment of Educational Progress (NAEP) assessed the mathematics achievement in seven content areas, five of which were administered at all three grade levels included in the assessment. This report focuses on the five content areas common to all grade levels and attempts to answer three questions: (1) Are there differences in mathematics achievement on any of the common content area subscales across levels of exposure to traditional instructional activities? (2) Are there differences in mathematics achievement on any of the common content area subscales across levels of computer use? and (3) Are there differences in mathematics achievement of any of the common content area subscales across levels of mathematics course taking? The report presents comparisons between racial-ethnic group, gender, and type of school attended in an attempt to determine whether the differences in mathematics achievement typically found on these variables change when the levels of instructional activity, computer use, and mathematics course taking are held constant. The report includes methodology and analysis, results, and conclusions. (KR)
ERIC No.: ED326445

Dwight D. Eisenhower Mathematics and Science National Programs. Abstracts of New and Continuation Awards Presented at the National Conference Entitled "The Critical Role of the Eisenhower Program in Meeting the National Education Goals in Mathematics and Science" (Washington, DC, October 14-17, 1990)

Author: Wilt, Rebecca; Schmieder, Allen, Editors
Corporate Source: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.
Publication Date: 1990
Note: 91p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: The Dwight D. Eisenhower Mathematics and Science Education Program, authorized under the Education for Economic Security Act as amended by the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988, supports innovative projects of national significance directed at improving the quality of teaching and instruction in mathematics and science in the schools. This collection of abstracts describes the scope and objectives of the 1990 FIRST Program Grants in mathematics and science. The abstracts are divided into five categories including: elementary and secondary mathematics; elementary and secondary science; and other mathematics and science education projects. This publication includes lists of program contacts, program types, and awardees by location; a summary of project characteristics; and abstracts for 63 funded projects. (CW)
ERIC No.: ED326437

Strengthening Science Outreach Programs for Rural Elementary Schools: A Manual for Museum Staffs

Author: Smith, Rebecca; and Others
Corporate Source: New Mexico Museum of Natural History, Albuquerque, NM; New Mexico State University, Las Cruces, Center for Rural Education; Southwest Educational Development Laboratory, Austin, TX.
Publication Date: Sep 1990
Note: 134p.; For companion document, see RC 017 907.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Target Audience: Practitioners
Abstract: Intended for the staffs of museums, zoos, and other science-related centers, this manual is a step-by-step guide to establishing a rural science outreach and education program. Based on the experiences of the New Mexico Rural Science Education Project, this manual focuses on rural elementary schools and on earth and life sciences. Its material may be applicable to other educational levels and other areas of science. Chapters outline (1) steps necessary to gain support from museum leadership; (2) ways to find funding; (3) program placement within the organization; (4) selection of appropriate project staff; (5) outreach strategies; (6) tips for establishing effective partnerships with rural schools and teachers; (7) identification and development of program content; and (8) evaluation of program effectiveness. It describes recommended program components such as a review of state and district science goals and requirements and field surveys of local natural resources in each school's community. It includes many examples and sample activities as well as an annotated bibliography of resource materials. (SV)
ERIC No.: ED326349

Using Partnerships To Strengthen Elementary Science Education: A Guide for Rural Administrators

Author: Hutto, Nora; and Others
Corporate Source: New Mexico Museum of Natural History, Albuquerque, NM; New Mexico State University, Las Cruces, Center for Rural Education; Southwest Educational Development Laboratory, Austin, TX.
Publication Date: Sep 1990
Note: 73p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This guide was written to help rural elementary schools implement science teaching strategies for motivating students and to identify outside resources for strengthening science instruction. It emphasizes the need for active administrative leadership and strong teacher involvement in planning and implementing partnership activities. The book provides general information and specific examples relating to instructional approaches, recruiting and working with partners, and ways of assessing and supporting partnership programs. It discusses elements of effective science instruction, teacher training, and the use of "hands-on" science education; provides examples of potential partnerships; and offers strategies for establishing science partnerships, including tips for identifying and contacting potential partners, clarifying partnership goals, and establishing good working relationships. It also describes partnership concerns, including liability and safety issues, scientific ethics, and disabled students' needs as well as ways of involving parents. In addition, the guide provides a brief history and description of the New Mexico Rural Science Education Project. (54 references) (TES)
ERIC No.: ED326361

Characteristics of Mathematics and Science Teachers

Author: Bobbitt, Sharon A.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: 19 Apr 1990
Note: 28p.; Results presented in this paper are from the new National Center for Education Statistics Schools and Staffing Survey. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Researchers, Policymakers
Abstract: Teachers of elementary and secondary mathematics and science have been the focus of increased attention in recent years. The Schools and Staffing Survey, conducted in school year 1987-88, looks at the characteristics of the professional men and women responsible for providing mathematics and science education to children in the United States. This analysis was performed on about 13,000 public and private school teachers who indicated that their teaching assignment included mathematics or science in grades 7-12. This paper presents selected findings and discusses teacher distribution, teaching experience, educational experience, and problems reported by the teachers in the sample. (CW)
ERIC No.: ED326385

Selected Procedures for Improving the Science Curriculum. ERIC/SMEAC Science Education Digest Number 2

Author: Blosser, Patricia E.; Helgeson, Stanley L.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-90-26
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Practitioners
Abstract: This digest provides information about activities aimed at improving the science curriculum. Six emphases are identified: inquiry teaching; science, technology, and society; conceptual change; thematic science teaching; the Scope, Sequence, and Coordination Project of the National Science Teachers Association; and interactive science learning. It also discusses other factors that influence the science curriculum including teacher preparation and textbooks. (8 references). (CW)
ERIC No.: ED325303

Add-Ventures for Girls: Building Math Confidence, Elementary Teacher's Guide

Author: Franklin, Margaret and Others
Corporate Source: Nevada University, Reno. Research and Educational Planning Center.
Publication Date: 1990
Note: 280p.
Sponsoring Agency: Women's Educational Equity Act Program (ED), Washington, DC.
Availability: WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($25.00).
Availability: EDRS Price - Microfiche $.86/Paper Copy $24.36 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This guide provides elementary school teachers with materials they can use to foster girls' interest and achievement in mathematics. It includes strategies, activities, and resources that address attitudes about math; math relevance; promoting mathematics; and the learning environment, including teacher-student interaction patterns, cooperative learning, problem solving, and independent thinking. Materials on computers, spatial visualization skills, and test-taking skills are also included. (CW)
ERIC No.: ED323096

Add-Ventures for Girls: Building Math Confidence, Junior High Teacher's Guide

Author: Franklin, Margaret and Others
Corporate Source: Nevada University, Reno. Research and Educational Planning Center.
Publication Date: 1990
Note: 350p.
Sponsoring Agency: Women's Educational Equity Act Program (ED), Washington, DC.
Availability: WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160 ($28.00).
Availability: EDRS Price - Microfiche $.86/Paper Copy $28.42 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This guide provides junior high school teachers with materials they can use to encourage young women to study and achieve in mathematics. The guide includes strategies, activities and resources that deal with attitudes about math; math relevance; the learning environment; and promoting mathematics to students, parents, counselors, administrators, and other teachers. Materials on computers, spatial visualization skills, and test-taking skills are also included. (CW)
ERIC No.: ED323097

Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3

Author: Blosser, Patricia E.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-90-27
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Advances in science and technology, information in philosophy and psychology, and changes in society have placed different demands on science education than was the case in the 1960's. Post-Sputnik era curricula in science were aimed primarily at encouraging students to pursue science or science-related careers. Curriculum projects in the 1990's focus more on science for all, with an emphasis on future citizens. This digest discusses large-scale, national projects designed to reform science education. It emphasizes activities that focus on teaching science to elementary and middle school students. (12 references). (CW)
ERIC No.: ED324194

Procedures To Increase the Entry of Women in Mathematics-Related Careers. ERIC/SMEAC Mathematics Education Digest Number 3

Author: Dunham, Penelope H.
Corporate Source: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.
Publication Date: 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SE-90-30
Availability: ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: The underrepresentation of women in mathematics-related careers has serious economic and social implications as the United States faces a shortage of scientists, engineers, and mathematically-trained workers. Future demands for technological workers have prompted a national effort to encourage all sectors of the population to consider careers in mathematics and science. This digest discusses the variables that affect participation in mathematics-related careers as well as types of intervention programs designed to

recruit and retain women in mathematics and science. (14 references). (CW)
ERIC No.: ED324195

Halves, Pieces, and Twoths: Constructing Representational Contexts in Teaching Fractions. Craft Paper 90-2

Author: Ball, Deborah Loewenberg
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Aug 1990
Note: 45p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.35).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners
Abstract: Learning to teach mathematics for understanding is not easy. First, practice itself is complex and second, many teachers' traditional experiences with and orientations to mathematics and its pedagogy are additional hindrances. This paper examines teaching practices and reviews some of what is known about prospective and experienced elementary teachers. In analyzing practices, the document focuses on one major aspect of teacher thinking in helping students learn about fractions: the construction of instructional representations. Prospective and experienced teachers' knowledge, dispositions, and patterns of thinking relative to representing mathematics for teaching are also discussed. (62 references). (CW)
ERIC No.: ED324226

With an Eye on the Mathematical Horizon: Dilemmas of Teaching Elementary School Mathematics. Craft Paper 90-3

Author: Ball, Deborah Loewenberg
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Sep 1990
Note: 37p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners, Researchers
Abstract: This paper examines the challenge of creating classroom practices based on the theory that teaching and learning would be improved if classrooms were organized to engage students in authentic tasks, guided by teachers with deep disciplinary understandings. The author discusses three dilemmas--of content, discourse, and community--that arise in trying to teach mathematics to third graders in ways that are intellectually honest. The paper traces and explores the framing and response to these dilemmas, providing a view of the pedagogical complexities that underlie educational discourse and raising questions about the conditions necessary to support teachers' efforts. (CW)
ERIC No.: ED324227

Effects of State-Level Reform of Elementary School Mathematics Curriculum on Classroom Practice, Final Report. Elementary Subjects Center Series Number 25

Author: Cohen, David K. and Others
Corporate Source: Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: 18 Jun 1990
Note: 172p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($7.10).
Availability: EDRS Price - Microfiche $.86/Paper Copy $14.21 Plus Postage.
Target Audience: Researchers, Practitioners, Policymakers
Abstract: This paper reports on changes in practices that resulted from California's 1-year effort to foster the teaching of mathematics for

understanding. The research focused on the distinction between understanding mathematics and rote performance, and how public policy can improve mathematics education. The authors discuss texts and curriculum materials as agents of change, the "layers of reform," and the profound influence of practice on policy. Detailed case analyses. (KR)
ERIC No.: ED323098

Discovering Mathematical Talent. ERIC Digest Number E482

Author: Miller, Richard C.
Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: 1990
Note: 5p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Target Audience: Practitioners, Parents
Abstract: This digest offers guidance in identifying and nurturing mathematical talent in children. It defines mathematical talent and lists the characteristics of mathematically talented students. It offers ways that various standardized tests--intelligence tests, creativity tests, mathematics achievement tests, mathematics aptitude tests, and out-of-grade-level mathematics aptitude tests--can be used to identify mathematical talent. The digest suggests a systematic process for identifying talent that involves first a screening phase and then out-of-grade-level mathematics abilities assessment. It identifies characteristics of appropriate instructional programs for mathematically talented students. (DB)
Eric No.: ED321487

Computer Uses in Secondary Science Education. ERIC Digest

Note: see ED331489 pg. 160

Cognitive-Based Methods for Teaching Mathematics to Students with Learning Problems. The Instructional Methods Report Series

Note: see ED323743 pg. 127

The Community College Role in Achieving Adult Literacy. ERIC Digest

Author: Williams, Dana Nicole; Colby, Anita Y.
Corporate Source: ERIC Clearinghouse for Junior Colleges, Los Angeles, CA.
Publication Date: Mar 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-JC-91-01
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners
Abstract: The resources and services of community colleges closely fit the needs of adult literacy training. In addition to teaching reading and writing, community colleges train literacy tutors and instructors, serve learning disabled students, and sponsor workplace literacy efforts. Adult literacy has been harmed by the lack of program evaluation at State, institutional, and program levels. If community colleges are to play a significant role, they will require additional leadership and funding from State and Federal sources, increased recruitment and training of faculty to work with students reading below the fifth grade level, and more flexible methods of delivering instruction. (JMC)
ERIC No.: ED333951

A Review of the National Workplace Literacy Program

Author: Kutner, Mark A.; and Others
Corporate Source: Pelavin Associates, Inc., Washington, DC.
Publication Date: May 1991
Note: 77p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: This study examined projects funded during the first year of the National Workplace Literacy Program. A literature review suggested that successful programs have a close, collaborative relationship between partners; employee involvement; a literacy task analysis; clear and objective program goals; links between instruction and job tasks; and instructors with experience teaching adults. Site visits showed that effective projects have: (1) the involvement of project partners in planning, design, and operation; (2) employee involvement in literacy task analyses and determining worker literacy levels; (3) analysis of on-the-job literacy requirements; and (4) instructional materials related to the job. (88 references) (YLB)
ERIC No.: ED333199

Responding to Student Diversity: A Community College Perspective. Minority Achievement Counting on You

Author: Richardson, Richard C., Jr.
Corporate Source: Education Commission of the States, Denver, CO; National Center for Postsecondary Governance and Finance, Tempe, AZ.
Publication Date: Jun 1990
Note: 28p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427. (Order Number MP-90-2, $5.00 per copy).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Researchers
Abstract: Blacks, Hispanics, and American Indians disproportionately rely on community colleges as their point of initial access to higher education, making the issue of preparation inherently tied to factors of race and ethnicity. In some areas, community colleges enroll 40 percent of all high school graduates, but 80 percent of the minority graduates. The prevailing approach to student preparation issues involves a deficiency model in which remediation is the dominant strategy for bringing everyone to minimum standards. Also needed is an achievement model that challenges faculty to design an environment where diversity is valued and individuals are inspired to build on their strengths to attain maximum potential. The task of implementing achievement models in institutions historically committed to access is, above all, a task of managing culture. While culture management is time-consuming and difficult, it is the only approach through which faculty can be influenced

to augment deficiency views and practices. A complicating factor is that the two models will need to coexist in most community colleges for the foreseeable future. A flow-chart model of institutional adaptation to student diversity is included. (JMC)
ERIC No.: ED326261

Personal Growth as a Faculty Goal for Students. Accent on Improving College Teaching and Learning

Author: Cameron, Beverly
Corporate Source: National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: NCRIPTAL-R-10
Availability: NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with a self-addressed stamped envelope).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This paper reports on a study involving more than 2,000 college faculty concerning the goals they hope their students will achieve as a result of the material taught, the teaching technique, and the general intellectual environment in their classrooms. Most instructors want to develop students' ability to think independently and critically and to evaluate ideas, issues, and situations. Such goals involve broadening students' intellectual vistas, teaching them to organize and clarify their thinking and analyze problems logically, and encouraging them to discover and express their own ideas. (GLR)
ERIC No.: ED332616

Who Majors in Science? College Graduates in Science, Engineering, or Mathematics from the High School Class of 1980. Survey Report June 1990

Author: Gordon, Henry A.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jun 1990
Note: 32p.
Report Number: NCES-90-658
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Target Audience: Researchers
AB- This report examines the major fields of study of high school seniors who graduated from college by 1986 from the 1980 High School and Beyond senior cohort survey. It compares those who majored in engineering, mathematics, or the natural and physical sciences with those in other fields. The author found that: (1) the proportion of males was higher than that of females; (2) there were no significant differences among whites, blacks or Hispanics; and (3) students with higher grades in high school, more reported time spent on homework, and high achievement test scores graduated more frequently with majors in science, engineering, or mathematics. (CW)
ERIC No.: ED324197

Economic and Work Force Development. New Directions for Community Colleges, Number 75

Author: Waddell, Geneva, Editor.
Corporate Source: ERIC Clearinghouse for Junior Colleges, Los Angeles, CA.
Publication Date: 1991
Note: 115p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 ($15.95).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Practitioners

Abstract: Among the factors reshaping the American workforce are diversity, demands of work and family, global competition, the growing importance of strategic human resource planning, the need to reeducate employees for new technologies and more demanding jobs, and renewed interest in ethics and social responsibility. This collection of 12 articles examines trends, innovations, problems, and solutions relating to the role of community colleges in contributing to the economic and work force development needs of local communities within a global economy. (PAA)
ERIC No.: ED335107

Systems of Performance Standards and Accountability for Vocational Education. Guidelines for Development. Working Papers

Author: Hoachlander, E. Gareth
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jan 1991
Note: 6p.; Paper prepared for the Fall Leadership Conference of the National Association of State Directors of Vocational Technical Education Consortium (Seattle, WA, September 1990).
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-232: $1.00).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This paper provides guidelines in a question-and-answer format for developing systems of performance standards and accountability for vocational education. The seven questions include: what are performance measures and standards; what types of performance measures and standards should be developed; how many measures and standards should be developed; why is it necessary to measure changes over time; what constitutes good performance measures and standards; what kinds of statistical controls need to be incorporated into a system of performance standards and measures; and how might one proceed with developing a system of standards and measures. (KC)
ERIC No.: ED328762

Social Consciousness and Career Awareness: Emerging Link in Higher Education. ERIC Digest

Author: Swift, John S., Jr.
Corporate Source: Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: Aug 1991
Note: 3p.; For full report, see HE 024 794.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-HE-90-8
Availability: ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest summarizes a report that discusses contemporary college students' apparent lack of understanding of citizenship and how it relates to positive career pursuits. The report discusses programs to make students more aware of both the need for and the benefit of socially responsible citizens, and for engaging in volunteer service at the national level or as part of the undergraduate experience. Topics covered include the role universities should play; student attitudes toward volunteering; and the appropriateness of national service programs currently under consideration in Congress. (JB)
ERIC No.: ED334959

Minority Participation in Higher Education

Author: Pelavin, Sol H.; Kane, Michael B.
Corporate Source: Pelavin Associates, Inc., Washington, DC.
Publication Date: Aug 1990
Note: 230p.; Faint type at top of most pages.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Report Number: ED-OPBE91-21
Availability: EDRS Price - Microfiche $1.16/Paper Copy $32.00 Plus Postage.
Abstract: This report syntheses research and takes a fresh look at previously collected data to address trends for minority group participation in higher education over the past 25 years. The report presents chapters on the aggregate impact of individual choices and behaviors in college attendance; trends in minority enrollment and degree attainment at the undergraduate and graduate levels; the historically black colleges and universities, and urban community colleges; institutional practices related to the participation of minority students; data associated with factors that may account for the relatively lower college participation rates of minority groups as compared to whites; and a review of programs developed to enhance minority student preparation, enrollment, and continuation in college. (28 tables, 62 references). (DB)
ERIC No.: ED334931

Cultural Considerations in Adult Literacy Education. ERIC Digest

Author: Spanos, George
Corporate Source: National Clearinghouse on Literacy Education, Washington, DC.
Publication Date: Apr 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-LE-91-01
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest discusses a broad interpretation of literacy and presents resources and examples of approaches to literacy education. The information focuses on native language literacy, but the themes, recommendations, and materials are relevant for adults of English as a Second Language. Specific sections highlight: (1) the role of culture in literacy; (2) incorporating culture into adult literacy classrooms (focusing on Freirean, participatory, and learner-centered approaches); and (3) exemplary literacy education materials and programs. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)
ERIC No.: ED334866

Older Worker Training: An Overview. ERIC Digest Number 114

Author: Imel, Susan
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-91-114
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The changes in the composition of the labor force and the changing personal needs of older people are creating powerful incentives for them to remain in or reenter the work force. For many, this will mean job training or retraining. Although employers rate older workers highly in terms of dependability, loyalty, and commitment, they are less positive about their ability to learn new skills. This digest discusses issues concerning training older workers, such as older workers' trainability and the economic payoffs from training. It also addresses private- and publicly-funded programs such as the Job Training Partnership Act and the Senior Community Service Employment Program. (SK)
ERIC No.: ED334470

Family and Intergenerational Literacy. ERIC Digest Number 111

Author: Kerka, Sandra
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-91-111
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Family and intergenerational literacy programs are intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. This digest (1) discusses a typology for classifying family literacy programs; (2) four basic program types; and (3) implications for program design and evaluation. (SK)
ERIC No.: ED334467

Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs

Author: Kallembach, Sheri C. and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jul 1991
Note: 85p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-192: $4.50).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available From EDRS.
Target Audience: Practitioners, Policymakers, Researchers
Abstract: This resource guide helps state and local administrators of vocational special needs programs, educators, counselors, researchers, and policymakers serving rural youth and adults to locate resources. Resources include computer-based information networks and databases as well as publications. The materials are categorized according to relevant issues and strategies that include rural education reform, youth at risk, teen parent, transition, support services/programs for adults, and delivery system models. References on rural conditions/rural development and general background literature highlight the demographics and challenges facing rural education. For each entry, the guide provides author, title, publication date, publisher, annotation, price, ordering information, and address. It also includes title and author indexes. (NLA)
ERIC No.: ED334453

Evaluating National Workplace Literacy Programs

Author: Sticht, Thomas G.
Corporate Source: Applied Behavioral and Cognitive Sciences, Inc., San Diego, CA.
Publication Date: 20 Apr 1991
Note: 13p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Researchers
Abstract: This report discusses evaluation as required under the Department of Education rules and regulations for the National Workplace Literacy Program (NWLP). It is intended to help workplace literacy programs meet the requirements of the rules and regulations governing the NWLP so that the Department of Education can determine the value of programs. It presents criteria for a well-designed and operated workplace literacy program. The paper also discusses the NWLP's purpose; the relationship of literacy ability to productivity; the relationship of program design and development to evaluation; using the criteria in program evaluation; the need for data on program effectiveness; and measuring the learning outcomes and productivity improvements. (KC)
ERIC No.: ED334431

Vocational Assessment: A Guide for Parents and Professionals

Author: Horne, Richard L., Ed.
Corporate Source: Interstate Research Associates, Inc., Washington, DC; National Information Center for Children and Youth with Handicaps, Washington, DC.
Publication Date: Dec 1990
Note: 17p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: Interstate Research Associates, National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners, Parents
Abstract: This newsletter issue describes the importance of vocational assessment in the education of students with disabilities. The document defines vocational assessment, explains its purposes, and discusses how it can help teenagers with special needs. It explores the types of informal and formal assessments, the uses of vocational assessment data, and the roles of key professionals (special education teachers, guidance counselors, vocational educators, and vocational evaluators) in assessment. It also discusses the role of parents as advocates and advisors. (33 references and a 19-item bibliography) (JDD)
ERIC No.: ED333639

Pursuing Diversity: Recruiting College Minority Students. ERIC Digest

Author: Astone, Barbara; Nunez-Wormack, Elsa
Corporate Source: Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: Jul 1991
Note: 3p.; For full report, see HE 4 746.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-HE-90-7
Availability: ASHE-ERIC Higher Education Reports, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: This digest summarizes, in question and answer format, a report of the same title on the recruitment of minority students at institutions of higher education. The digest notes that there are increasing numbers of these groups along with the current low education levels found among minorities and the potential shortage of qualified workers. The institution's role is to: (1) serve as a center for debate about the issues and (2) determine ways in which it can incorporate diversity. The digest encourages universities to appreciate differences among minority groups and to stress factors that encourage graduation including admissions, financial aid, and retention strategies. (8 references.) (Author/JB)
ERIC No.: ED333856

Rekindling Minority Enrollment. New Directions for Community Colleges, Number 74

Author: Angel, Dan, Ed.; Barrera, Adriana, Ed.
Corporate Source: ERIC Clearinghouse for Junior Colleges, Los Angeles, CA.
Publication Date: 1991
Note: 135p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $19.20 Plus Postage.
Target Audience: Practitioners
Abstract: This volume describes community college programs and services that enhance minority student participation and success. Authors explore issues related to minority staff professional

development and to student recruitment, retention, and transfer to 4-year institutions. There are 15 articles including: (1) "Minority Participation in Community Colleges: A Status Report," by Adriana Barrera and Dan Angel; (2) "Community College Access: Barriers and Bridges," by Raul Cardenas and Elizabeth Warren; (3) "Minority Student Recruitment," by Anne E. Mulder; (4) "Minority Student Retention," by James C. Henderson; and (5) "Ten Steps to Successful Minority Hiring and Retention," by Dale V. Gares and Exalton A. Delco, Jr. (PAA)
ERIC No.: ED333933

Integrating Academic Skills into Postsecondary Vocational Education Programs through Accommodation Teams

Author: Brown, James M.
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jun 1991
Note: 5p.; Produced by the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign site.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: Technical Assistance for Speical Populations Program, University of Illinois, 345 Education Bldg., 1310 South Sixth Street, Champaign, IL 61820.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
AB- The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 requires State and local education agencies to integrate academic and vocational programs so students achieve both types of competencies. This report identifies eight models for integrating academic and vocational programs: (1) incorporate academic competencies into vocational courses; (2) combine the efforts of academic and vocational teachers to incorporate academic competencies into vocational courses; (3) make academic curricula more vocationally relevant; (4) modify both academic and vocational curricula to be more compatible; (5) use schools within schools; (6) develop departments around occupational clusters; (7) encourage single-occupation institutions to focus integration efforts; and (8) maintain conventional departments. (NLA)
ERIC No.: ED333167

Institutional-Level Factors and Excellence in Vocational Education: A Review of the Literature

Author: Wardlow, George; Swanson, Gordon
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jun 1991
Note: 88p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-106: $4.50).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This report is a review of the literature on the excellence movement in education and vocational education. It focuses on the contribution of educational institutions to excellence and describes institutional-level factors associated with excellence. Several questions guide the review: What elements characterize exemplary institutions? Can these attributes be developed? How do these elements compare to those found elsewhere? What implications do the findings have for further study? In the study of excellence in public education, several topics are identified: (1) structural variables; (2) schools in transition; (3) changes occurring in education; and (4) themes of excellence. (56 references and a 178-item bibliography) (NLA)
ERIC No.: ED333236

The Story of S.U.C.C.E.S.S. A Model Workplace Literacy Program

Author: Li, Anita K. S.; Marn, Stephanie
Corporate Source: Hawaii University, Manoa. College of Education.
Publication Date: 1990
Note: 26p.; This project was administered by the University of Hawaii-Manoa in partnership with ITT Sherton Hotels in Hawaii-Japan.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Sheraton's Unified Commitment Concerning Employee's Self-Success (SUCCESS) Program is a workplace literacy partnership between ITT Sheraton Hotels in Hawaii and the University of Hawaii-Manoa, College of Education. The program has three components: basic reading, writing, and mathematics skills; high school diploma preparation; and English as a second language. Literacy training has developed employees' self-confidence which has, in turn, increased their productivity, improved guest interaction, and helped employees move toward personal and career goals. Supervisors say that the work of more than two-thirds of participants has improved. Six participants have been promoted. (KC)
ERIC No.: ED333237

Teaching Thinking in College. Accent on Improving College Teaching and Learning

Author: Hart, Kathleen A.
Corporate Source: National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: NCRIPTAL-R-7
Availability: NCRIPTAL, 2400 School of Education Building, The University of Michigan Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: The author discusses whether critical thinking can be taught in the college classroom. The Alverno College faculty has improved their students' critical thinking by stressing explicitness, practice in differing contexts, and the development of student self-awareness and self-assessment. Three elements of teaching particularly improve thinking: (1) verbalizing methods and strategies to encourage development of learning strategies; (2) student discussion and interaction; and (3) explicit emphasis on problem-solving procedures and methods using varied examples. Student participation, teacher encouragement, and student-to-student interaction (active practice, motivation, feedback) also help. (13 references and 8 suggested readings) (GLR)
ERIC No.: ED332613

Emergent Literacy: An Early Reading and Writing Concept. Issues in Adult Literacy Education

Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: Apr 1991
Note: 33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ERIC-91-187
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The ERIC Review announces research results, publications, and new programs relevant to each issue's theme. This second issue is on literacy and contains three principal articles: "Issues in Adult Literacy Education," by JoAnn Crandall and Susan Imel; "Emergent Literacy: An Early Reading and Writing Concept," by Carl B. Smith; and

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All documents are available from the ERIC Document Reproduction Service (EDRS) at (1-800-443-ERIC) ; where appropriate, other sources of availability are also indicated.

"Adult Literacy Programs in Rural Areas," by Susan Ferrell. It also provides highlights on recent literacy initiatives; a list of 16 resource organizations; and a reading list of 40 literacy-related publications. It includes an annotated bibliography as well as resources recently abstracted for the ERIC database. (TB)
ERIC No.: ED332697

The National Assessment of Vocational Education. "What It Says and What It Should Say." A Symposium (Orlando, Florida, December 1989)

Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Apr 1991
Note: 54p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-205: $4.00).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: In preparation for the 1990 Carl D. Perkins Vocational Education Act reauthorization, the Department of Education established the National Assessment of Vocational Education (NAVE). Analysts studied several broad research areas: (1) implementation of the Perkins Act; (2) access of special populations to vocational education; (3) status of secondary and postsecondary vocational education; and (4) skill training and the economy. The symposium held to examine the NAVE findings focused on how vocational teacher educators, educators in graduate education, and researchers could promote the future. (NLA)
ERIC No.: ED330828

Proprietary Schools: Programs, Policies and Prospects. ERIC Digest

Author: Lee, John B.; Merisotis, Jamie P.
Corporate Source: Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: Mar 1990
Note: 3p.; For a related document, see HE 4 383.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-HE-90-5
Availability: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Department RC, Washington, DC 20036-1183 ($1.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This digest summarizes the ERIC report on proprietary school education. These schools are profit-oriented and market-driven. Their curricula focus on job skills for the office, technology (auto mechanics and computers), and personal services. Many of these schools offer no degrees, and many of their courses take less than a year. About 60 percent of the students receive a certificate or degree compared to about 40 percent at community colleges. Graduates' earnings are similar to those of community college vocational program graduates, but they report higher unemployment. (GLR)
ERIC No.: ED331338

Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities. Report of a Conference (Washington, DC, December 7, 1990)

Author: Nothdurft, William E.
Corporate Source: Northeast Wisconsin Technical College, Green Bay.
Publication Date: 7 Dec 1990
Note: 48p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This report summarizes the proceedings of a conference involving business and labor leaders, educators, and government officials that examined the merits of youth apprenticeship. The report presents a rationale for a new system of preparing noncollege-bound youth for productive membership in the nation's economic and social life, outlines principles that should guide such a system, delineates a model system, critiques the model, and responds to criticism from advocates of youth apprenticeship. Three appendixes contain the following: (1) a list of youth apprenticeship technical assistance resources; (2) a 129-item bibliography; and (3) a list of youth apprenticeship programs. (KC)
ERIC No.: ED330860

Education and Training for Work: The Policy Instruments and the Institutions

Author: McDonnell, Lorraine M.; Grubb, W. Norton
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Apr 1991
Note: 75p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-5: $4.50).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: The authors analyzed the role of State governments in implementing Federal education and job training policies and in designing and implementing their own. The authors studied mandates, inducements, capacity building, and system changing. For each of these activities they examined assumptions about (1) specific policy problems; (2) policy targets and expected effects; and (3) costs and who bears them. The authors looked at secondary and postsecondary vocational education, Job Training Partnership Act programs, State-funded job training programs linked to economic development strategies, and welfare-to-work programs and noted when they were or were not effective. (71 references) (YLB)
ERIC No.: ED330852

Adult Literacies: Intersections with Elementary and Secondary Education. Hot Topics Series

Author: Beverstock, Caroline, Ed.; Newman, Anabel P., Ed.
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; Phi Delta Kappa, Bloomington, IN. Center on Evaluation, Development, and Research.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47408-2698 ($20.00); Phi Delta Kappa, Box 789, Bloomington, IN 47402 ($20.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $41.60 Plus Postage.
Abstract: This anthology of 16 journal articles and conference papers dating from 1985 to 1990 is a selection of the best research and practice concerning the connections between adult literacies

and elementary and secondary education. The papers and articles are divided into four sections: (1) "Getting Up to Speed in Adult Literacy"; (2) "Review of the Research in Adult Literacy"; (3) "Intergenerational and Family Literacy"; and (4) "Workplace Literacy." A final discussion is entitled "Questions Remaining: Directions for Future Inquiry." (15 references) (RS)
ERIC No.: ED331038

Teaching and Learning Generic Skills for the Workplace

Author: Stasz, Cathleen; and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Dec 1990
Note: 81p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-066: $4.50).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: The authors argue that instruction should emphasize generic skills as much as occupational skills because generic skills help people: (1) cooperate and communicate during group problem solving; (2) define problems; (3) synthesize new information; and (4) adapt to changes. To teach these skills, schools must have clear policies and practices, but these are not clearly defined in academic literature nor in research. The authors observed four vocational education programs and found that teachers taught problem-solving skills, often through cooperative working arrangements, and that in student-centered instruction teachers had high expectations for students that extended beyond the classroom. (92-item bibliography.) (NLA)
ERIC No.: ED329682

Literacy Assessment in a Diverse Society. Technical Report Number 525

Author: Garcia, Georgia Earnest; Pearson, P. David
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA; Illinois University, Urbana. Center for the Study of Reading. [strange punctuation, please check]
Publication Date: Apr 1991
Note: 26p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The authors describe various formal and informal literacy assessment measures, specifically the extent to which these measures reflect or distort the performance of students from diverse linguistic, cultural, or economic backgrounds. Although the report supports a flexible approach to assessment, giving teachers the freedom to situate or contextualize it, it advises teachers and educators to increase their knowledge of language, culture, and literacy. The report includes specific recommendations for changes in assessment practices and policies and presents criteria for educators to use in creating and evaluating literacy assessment measures. (Author/RS)
ERIC No.: ED329918

Indicators of Education and the Economy

Author: Hoachlander, E. Gareth; and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Mar 1991
Note: 51p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-014: $2.25).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: The authors present 18 important educational and economic indicators. These

indicators include: (1) U.S. trade deficit in manufactured goods; (2) U.S. competitiveness in high technology; (3) occupations by industry; (4) job classifications grouped by educational attainment; (5) trends in the unemployment of whites and blacks; (6) trends in the relative advantage of a college education; (7) employees receiving company training; (8) trends in new entrants in the labor force; (9) job growth by race, sex, and ethnicity; (10) trends in the percentage of children living in poverty; (11) years of school completed by race; (12) literacy skills of young adults; and (13) international comparisons in mathematics and science achievement. (36 references) (KC)
ERIC No.: ED329793

Tech Prep. ERIC Digest No. 108

Author: Lankard, Bettina A.
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-91-108
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Tech Prep is an articulation partnership between secondary vocational-technical schools and postsecondary institutions. It enables students to use the time they save through coordinated course work to acquire the more advanced occupational knowledge and skill required by changing technologies. Tech Prep is becoming highly visible in vocational-technical education because of the change to a service economy, new technology, and changing work force demographics. Counseling, orientation, mentorship, faculty leadership, and automatic admission to postsecondary institutions influence the success of tech-prep articulation programs. (7 references) (YLB)
ERIC No.: ED329808

School-to-Work Transition: Its Role in Achieving Universal Literacy. ERIC Digest No. 106

Author: Imel, Susan
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-91-106
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Although the goal of universal literacy in the United States refers specifically to the literacy of adults, educational experiences prior to adulthood are major factors. Students who are not college-bound need school-to-work transitions. In some communities, business leaders are entering into a new form of collaboration--work-education partnerships. Although these partnerships vary, effective partnerships use brokers to link all those involved, encourage commitment by developing a sense of ownership among the various organizations, develop a formal plan, establish an organization to manage the operation, and cultivate and maintain the partnership. (8 references) (YLB)
ERIC No.: ED329806

Adult Vocational Education: Emerging Issues in the 90s. Working Papers

Author: Price, William T., Jr.; Reece, Barry L.
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Mar 1991
Note: 8p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-327: free).

Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This study examines the scope and direction of adult vocational education. It focuses on program planning, development, and implementation; new and expanding program services; and emerging issues within the field. The authors make recommendations for five emerging issues that will have a strong impact on vocational education: (1) needs analysis; (2) collaborative efforts among providers; (3) instructor development; (4) industry-based training; and (5) evaluation and follow-up activities. (KC)
ERIC No.: ED329764

Institutional Factors Underlying Excellence in Vocational Education

Author: Migler, Jerry; and Others
Publication Date: Dec 1990
Note: 18p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Cincinnati, OH, December 1990).
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The authors studied the nature and operation of institutions with exemplary vocational education programs. They used an interpretive ethnographic design that sought meaning and understanding within the setting. An expert panel identified 25 institutions including comprehensive high schools, secondary vocational centers, technical institutes, and community colleges. After visiting 15 of them, the authors found a number of common characteristics: (1) a conspicuous focus on quality; (2) participatory leadership; (3) active student organizations; (4) teachers who are actively involved in curriculum development; (5) high expectations of faculty and students; and (6) adequate funding. (KC)
ERIC No.: ED329750

Vocational Education: A Success Story. Southern California Regional Occupational Center Among the Nation's Best. Reprint Series

Author: Collins, Lyle; Just, Anne
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: 1990
Note: 5p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-215, $1.00).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This article tells the vocational education success story of the Southern California Regional Occupational Center (SCROC). The Center is not a high school, but a program that brings youth from various locales together with adults who work in the South Bay area. Most of these students take cooperative courses that include classroom training and paid employment, but others are college-bound. The curriculum is occupationally centered with a hands-on emphasis to produce marketable skills. The program has an equally strong focus on student placement. (NLA)
ERIC No.: ED329681

National Workplace Literacy Program. Fiscal Year 1990 Project Abstracts. Resource Guide for the National Workplace Literacy Program

Corporate Source: Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.
Publication Date: Dec 1990
Note: 65p.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This document provides 1-page abstracts of the 39 workplace literacy programs funded through the U.S. Department of Education's Office of Vocational and Adult Education in 1990. These projects focus on basic literacy skills needed in the workplace. They are conducted through partnerships between private organizations and education institutions. The projects address such needs as mathematics and literacy training for construction workers; basic skills instruction for health care workers; and basic skills training for workers

dealing with dangerous equipment. Each abstract includes information about funding, objectives, procedures, outcomes/results/products, target population, and partners. There is also a resource guide. (KC)
ERIC No.: ED329671

The Role of Libraries in Literacy Education. ERIC Digest

Author: Schamber, Linda
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-IR-90-9
Availability: ERIC Clearinghouse on Information Resources, 030 Huntington hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The role of libraries in literacy education was one of the three major themes of the 1991 White House Conference on Library and Information Services. National awareness of literacy has led to both State and Federal legislation to establish and expand literacy programs. The author describes several of these bills as well as two new literacy organizations that focus on special groups: the Barbara Bush Foundation for Family Literacy and the National Center for Family Literacy. The report also summarizes the results of a national forum on literacy for State libraries that was held in May 1990. (5 references and 4 additional readings) (MAB)
ERIC No.: ED330373

Boston Workplace Education Collaborative. Final External Evaluation

Author: Levine, Mark L.; Pansar, Eleanor
Corporate Source: Roxbury Community College, Boston, MA.
Publication Date: Jan 1990
Note: 25p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: In 1989 the authors evaluated the Boston Workplace Education Collaborative, a program developed by academia, business, and labor to provide adult literacy education at worksites. Workers had a high demand for classes, attended consistently, and were satisfied with their instructors and what they were learning. Employers were satisfied with the effect on employee performance, especially self-esteem. Areas for improvement are also noted. (CML)
ERIC No.: ED322393

Family Literacy: Abstracts of Family Literacy Programs

Corporate Source: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Publication Date: Mar 1990
Note: 18p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: The abstracts in this publication describe 29 federally and privately funded family literacy projects in the United States. Each entry provides the name of the project; background information; project aims; and the names, addresses, and telephone numbers of contact persons. (RH)
ERIC No.: ED329349

Integrating Academic and Vocational Education: Issues in Implementing the Carl Perkins Amendments of 1990. Working Papers

Author: Grubb, W. Norton
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jan 1991
Note: 7p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-234: $1.00).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This working paper outlines eleven issues that Federal and State policymakers face in implementing the Carl Perkins Amendments of 1990. It presents each issue with a brief comment outlining several alternatives for stimulating discussion. As the purpose of the document is to stimulate discussion, it does not include recommendations. (NLA)
ERIC No.: ED328763

Student Apprenticeship Linkage in Vocational Education. State of Alabama. Final Report

Corporate Source: Alabama Center for Quality and Productivity, Decatur.; Alabama State Department of Education, Montgomery. Division of Vocational Education Services.
Publication Date: 1990
Note: 160p.; Portions of appendix 8 are difficult to read.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $21.84 Plus Postage.
Abstract: The Student Apprenticeship Linkage Program in Alabama connected skill training programs in secondary schools with apprenticeship training programs in industry. High school students with at least 1 year of vocational training became apprentices during their senior year working up to 20 hours per week for which they earned credit. Businesses received reimbursement for part of the students' wages. After graduation from high school, students were expected to enter a full-time apprenticeship training program. The document contains the Coordinator's Handbook, lists of training areas, participating businesses, steering committee members, an apprenticeship standards outline, a time chart, and two brochures. (KC)
ERIC No.: ED328704

What's Ahead for Employment and Training

Author: Brand, Betsy
Corporate Source: Office of Vocational and Adult Education (ED), Washington, DC.
Publication Date: 2 Dec 1990
Note: 11p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 2, 1990).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: As technology advances and companies push employees to assume more responsibility, the traditional vocational system will be replaced by a system responsive to changing work force and workplace needs. Strategies include strengthening the school-to-work connection, Tech Prep programs which foster lifelong learning by combining academic and vocational courses, and school-based enterprises (school-sponsored activities that engage students in providing services or producing goods). Business partnerships and new relationships between secondary and postsecondary educators and between academic and vocational educators all have important roles to play. (NLA)
ERIC No.: ED328751

Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Series Number 342

Author: Nickse, Ruth S.
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 91p.; For a related document, see ED 308 415.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order number IN342: $8.75).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: This overview of practice in family and intergenerational literacy programs identifies trends, issues, and concerns and offers recommendations. Four chapters treat the following topics: (1) background information (definitions and purposes for family and intergenerational programs); (2) research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory; (3) programs in five sectors: adult basic education, libraries, family English literacy, preschool and elementary education, and corporate programs; and (4) topology for classification of family and intergenerational literacy programs. (113 references) (SK)
ERIC No.: ED327736

Issues Surrounding Entry-Level Workers. A Policy Report

Author: Owens, Thomas R.; And Others
Corporate Source: Northwest Policy Center, Seattle, WA.; Northwest Regional Educational Laboratory, Portland, OR. Education and Work Program.
Publication Date: 20 Nov 1990
Note: 36p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Policymakers
Abstract: A study examined innovative workplace practices in companies that employ significant numbers of entry-level workers. Phase 1 of the study included a literature review and interviews with human resource directors in 58 companies nominated as exemplary in their work with entry-level workers. Nine areas of promising practices were identified. Phase 2 consisted of a written survey of entry-level workers in randomly sampled companies. Over 80 percent indicated they liked the place where they worked and got along with supervisors and peers. The study includes recommendations to improve the workplace and to implement promising practices. Preliminary findings are appended. (10 references) (YLB)
ERIC No.: ED327728

A Framework for Evaluating Local Vocational Education Programs. Information Series Number 344

Author: McCaslin, N. L.
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 37p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order number IN344: $4.75).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners, Researchers
Abstract: To help vocational education administrators and practitioners, this paper presents a framework for vocational education program evaluation. The discussion includes treatment of the following: definition of evaluation; evaluation and a comprehensive approach; need for vocational

education; sources of information about vocational education program processes; economic outcomes; educational outcomes; and psychosocial outcomes. (28 references) (SK)
ERIC No.: ED327738

Workplace Literacy Partnerships Program. Final Performance Report

Corporate Source: New Jersey State Department of Education, Trenton. Division of Adult Education.
Publication Date: 1990
Note: 36p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: The New Jersey Workplace Literacy Partnerships Program, conducted from February 1989 to May 1990, accomplished its original goals. In addition, each of the sponsors was satisfied with the program and willing to continue. Accomplishments of the program include the following: six workplace education assistance centers; 1,514 employees from 34 companies were served; customized workplace literacy programs were provided to more than 1,000 employees of specially targeted businesses; and a statewide process for planning and developing new workplace literacy programs was established. Appendixes include checklists and curriculum used in the project and statistical tables. (KC)
ERIC No.: ED327634

Achieving Campus Diversity: Policies for Change

Corporate Source: Education Commission of the States, Denver, CO. National Commission on Minority Achievement in Higher Education.; National Center for Postsecondary Governance and Finance, Tempe, AZ.
Publication Date: Dec 1990
Note: 50p.; Photographs will copy poorly. Funding also provided by Arco Foundation. For a related report, see HE 024 292.
Sponsoring Agency: Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.
Availability: Education Commission of the States, Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Number MP-90-3, $7.50).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Administrators, Practitioners, Policymakers
Abstract: This report focuses on how colleges, universities, and State governments can improve minority student participation and success in higher education by citing examples throughout of colleges and universities that have worked to achieve those goals. The examples help to illustrate the stages which campuses pass through to improve diversity and achievement and the role of State policy in supporting change. The report recommends actions for college and university leaders to improve participation and graduation rates while maintaining high academic standards and actions for civil authorities to create policies that empower campus leaders to make necessary changes. (GLR)
ERIC No.: ED329178

Job Skills Education Program. Final Technical Report

Corporate Source: Florida State University, Tallahassee. Center for Educational Technology.; Ford Aerospace Corporation, Newport Beach, CA.
Publication Date: 30 Apr 1990
Note: 489p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.40/Paper Copy $62.40 Plus Postage.
Abstract: This publication describes the Job Skills Education Program (JSEP) which transfers a U.S. Army computer-based basic skills curriculum to applications in the vocational skills development of civilian adults. The description includes a lesson-by-lesson description of the curriculum; individual tasks from the project; overview of procedures and outcomes; Implementation Handbook; instructor's roles and responsibilities; lessons, software and hardware for the computer system; courseware operations and evaluation methods; a report on the pilot project; and information regarding availability and implementation requirements. Appendixes provide prescriptions for 20 occupations, sample reports from the student management system, and a

glossary. (YLB)
ERIC No.: ED326741

Defining Literacy and the National Adult Literacy Survey. Report to Congress

Corporate Source: Department of Education, Washington, DC.
Publication Date: Jul 1990
Note: 23p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: The Adult Education Amendments of 1988 require the Department of Education to submit a report to Congress on the definition of literacy and then to estimate the extent of adult literacy. Early Census Bureau surveys, the Adult Performance Level project, and the 1985 National Assessment of Educational Progress (NAEP) have each defined literacy. The Educational Testing Service (ETS) will use the NAEP definition for the 1992 National Adult Literacy Survey. ETS will offer States the opportunity to conduct a concomitant State Adult Literacy Survey. (Lists of information contacts and committee members are appended.) (YLB)
ERIC No.: ED326729

Interactive Videodisc in Vocational Education. ERIC Digest Number 105

Author: Kerka, Sandra
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-90-105
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Interactive videodisc (IVD) offers a combination of media with practical applications in vocational education. IVD, which is superior to videotapes and other media in quality, applicability, and effectiveness, can be used for a variety of instructional applications. Although not appropriate for every learning situation, IVD's strengths include student control of the interaction, instant feedback, and a two-way dialogue that engages the learner mentally and physically. Vocational educators have applied IVD to teach employability skills; to provide remedial instruction for technical students with low math skills; to provide training in safety, security, and quality standards through simulation of workplace problems; and to provide tutorial and simulation of the use of a welding torch. Key factors in using IVD in vocational education are related to instructional design, teacher role, and costs. IVD, a highly learner-centered medium, changes the role of the teacher, who acts more as a resource person or facilitator. Although cost seems to be a barrier, most equipment is modular and additions can be made over time. (YLB)
ERIC No.: ED325660

Employability--The Fifth Basic Skill. ERIC Digest Number 104

Author: Lankard, Bettina A.
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-90-104
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Many employers believe that employability skills are of primary importance. Because of the changing nature of today's employment picture, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills. Categories of employability skills include individual competence, personal reliability skills, economic adaptability skills, and group and organizational effectiveness skills. Another grouping includes presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. The best

results in developing these skills seem to be achieved when employability skill training is integrated with academic and vocational skill training--forming a set of five basic skills. Strategies for incorporating employability skill development concepts in the classroom include demanding good deportment, expressing work values through classroom instruction, encouraging self-esteem, promoting and displaying a positive attitude, and using instructional materials that illustrate the importance of employability skill development. (YLB)
ERIC No.: ED325659

Workplace Literacy Core Curriculum for Beginning ESL Project Workplace Literacy Partners in Chicago

Author: Mrowicki, Linda; and Others
Corporate Source: Northwest Educational Cooperative, Des Plaines, IL.
Publication Date: 1990
Note: 47p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners
Abstract: This curriculum was developed by a coalition of business and educational organizations to provide beginning workplace literacy instruction. The basic core curriculum is adaptable for use in a variety of workplace settings and in both job-specific and general work skills courses. The curriculum provides a resource list of competencies and a framework for instructional units from which teachers can develop a lesson plan. Content covers seven language use contexts (e.g., job performance, safety, general work-related interaction, and social language). Within each of these seven topic areas is a list of competencies and instructional units, which outline lesson content. Each instructional unit includes the target competency; descriptions of one or two related situations; materials; vocabulary; grammatical structures for incorporation into learning activities; examples of spoken conversations or excerpts, with possible adaptations; and company-specific materials from actual worksites. A sample competency checklist and achievement test are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
ERIC No.: ED326080

Locating and Selecting Information: A Guide for Adult Educators. ERIC Digest Number 102

Author: Imel, Susan
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-90-102
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: No matter what their role, knowing how to identify, select, and evaluate information resources are important processes for adult educators. Guidelines to evaluate and select resources based on their content include authority of source, timeliness, relevance, depth, accuracy, and replicability. This digest discusses two main sources of information related to adult education: databases and clearinghouses or resource centers. Two comprehensive references that can be used to select the most appropriate database are the "Encyclopedia of Information Systems and Services, 10th Edition" (1990) and "Datapro Directory of On-Line Services" (1990). The Educational Resources Information Center (ERIC) database is considered to be the primary source for adult education due both to its purpose and its history of service to the field. "The Directory of National Clearinghouses: Resource Centers and Clearinghouses Serving Adult Educators and Learners" (1990) provides information about national clearinghouses and resource centers. Most information databases can be accessed both manually and by computer, and many are available in CD-ROM format. (YLB)
ERIC No.: ED325657

POWER for Progress: A Model for Partnerships in Workplace Literacy

Corporate Source: Triton College, River Grove, IL.
Publication Date: 1990
Note: 43p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This publication describes Project POWER, an educational program developed jointly by Triton College (River Grove, IL) and the Labor Management Center of the Mid-Metro Economic Development Group for employees of local companies interested in improving basic skills in English, reading, mathematics, and writing, as well as for employees who want to prepare for the GED. POWER's objectives are to increase existing coordination between education, business, and labor; to increase the number of companies and, subsequently, the number of employees who participate in workplace literacy programs; and to increase work-related literacy skills of employees to officially establish performance levels needed for the job. Appendixes list the three program objectives with activities, staff evaluation, and timelines; and include the project brochure in English and Spanish.)(KC)
ERIC No.: ED324458

The BEST Blueprint. Quality ABE in the Workplace

Author: Westberry, Susan
Corporate Source: Maury County Board of Education, Columbia, TN.
Publication Date: Jun 1990
Note: 82p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: The Basic Educational Skills Training (BEST) workplace literacy demonstration model, which focuses on job-related instruction, was designed to provide adult basic education (ABE) services for multiple employers in Maury County, Tennessee. The program's goal was to achieve increased safety, productivity, and employee morale with decreased absenteeism. Program innovations included determining a class schedule that accommodated workers' schedules without release time and using a screening tool to identify learning disabled/dyslexic adult remedial readers. The program maintained a 73 percent employee retention rate and achieved statistically significant grade-level improvement in reading, language, and math. Eighty-two percent of GED test examinees passed. Employer and employee satisfaction was high and community support was excellent. Appendixes contain forms (including survey forms), materials lists, GED and pre-GED syllabi, and a suggested teaching format for reading tutors. (KC)
ERIC No.: ED324427

Workplace Skills Enhancement Project. Final Report

Corporate Source: Seattle-King County Private Industry Council, Seattle, WA.
Publication Date: 1990
Note: 101p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $.86/$10.15 Plus Postage.
Abstract: This voluntary workplace literacy program was sponsored by a private industry council, employment center, and refugee service center. It was available to employees interested in improving their English. Almost all of the participants were Asian. The participants' supervisors noted improvement in basic skills, interpersonal communication, willingness to ask questions and accept criticism, test-taking skills, and job-specific vocabulary. Gains in grammar, reading, and writing skills were not as great. (CML)
ERIC No.: ED322298

All documents are available from the ERIC Document Reproduction Service (EDRS) at (1-800-443-ERIC) ; where appropriate, other sources of availability are also indicated.

Order amidst Complexity: The Status of Coordination among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs. Report to the U.S. Congress, the Secretary of Education, and the Secretary of Labor

Author: Grubb, W. Norton; And Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Aug 1990
Note: 81p.; For an appendix containing related case studies, see CE 055 690.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order Number MDS-063: $4.75).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: Case studies of a wide variety of state and local job-related education and training programs revealed enough about the range of coordination activities nationally to permit generalizations about the current state of coordination. This report found that coordination can improve program effectiveness by ensuring that contracts are awarded to the most competent providers; that resources are allocated to the most appropriate education, training, and other job-related services; or by making possible a related set of services that are more effective than their individual components. It discusses the emerging role of welfare-to-work programs in the education and training system and presents alternatives for federal policy and emerging issues in the system of work-related education and training. (29 references). (CML)
ERIC No.: ED323342

Workplace 2000 Project. Final Performance Report

Corporate Source: West Virginia Northern Community College, Wheeling.
Publication Date: 1990
Note: 36p.; Financial status report not included in the appendices.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC. Division of Adult Education and Literacy.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: West Virginia Northern Community College provided workplace literacy education and training for employees of Weirton Steel Corporation and Union Carbide Corporation. For Weirton Steel the training included 4,040 hours of instruction in fundamental literacy skills, oral and written communications, problem analysis, decision making, time management, automated data processing using personal computers, manual and automated accounting systems, and interpersonal communications. For Union Carbide, there were approximately 96 hours of computer literacy training, 20 hours of communication skills training, 12 hours of interpersonal skills training, and 32 hours of training for instructors. This report presents evaluation findings of the program, which received high ratings in most areas. (CML)
ERIC No.: ED323324

Improving Outcomes for Students with Special Needs: Integrating Academic and Vocational Education. TASPP Brief Volume 2, Number 1

Author: Coyle-Williams, Maureen
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jul 1990
Note: 5p.; Product of the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign Site.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: TASPP, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820 (single copies free).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: Recently, there has been a great deal of interest in reevaluating vocational education's role in facilitating academic excellence and economic competitiveness. There is a direct relationship between basic skills and the economic well-being of individuals, families, and businesses as well as the country. A better understanding of what basic skills

employers want appears necessary to identifying which skills students should be learning in school. The following benefits of integrating academic and vocational education have been observed: increased quality of vocational and academic instruction; upgraded curriculum; improved "coherence" in sequencing of 4-year programs of study; improved integration and increased understanding between academic and vocational teachers; decreased segregation of academic and vocational students; and increased enthusiasm of teachers for teaching and students for learning. (15 references) (CML)
ERIC No.: ED323339

Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skill Formation

Author: Bailey, Thomas
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: May 1990
Note: 72p.; For a related document, see ED 315 514.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (Order Number MDS-007: $6.50).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: Changes in the economy and the workplace are changing job skill requirements and the process of skill acquisition. A study analyzed occupational trends and projections, performed case studies of four industry sectors (apparel and textile, accounting, management consulting, and software development), and reviewed research on changing skill demands and educational responses. This report discusses conflicting views of job skills which emerged--whether jobs would increasingly become "deskilled" or require increasingly higher order skills. There are implications for education and training in the changes in the relative numbers of high- and low-skilled positions, a more uncertain and less well-defined environment, and more complex interactions among people. Whether and how much of the preparation of the work force should take place in schools or the workplace is at question. One conclusion is that rather than "deskilling," technological advances demand more conceptual and problem-solving abilities at all levels of the employment hierarchy. (86 references). (CML)
ERIC No.: ED323295

Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth. ERIC Digest

Author: Gale, Nancy
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Jul 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-91-8
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: According to a national survey, about 80 percent of American Indian and Alaskan Native youth have experimented with alcohol or drugs, compared to about 50 percent of youth nationwide. Particular risk factors for Native youth include low self-esteem, post-traumatic stress, and culture conflict arising from differences between traditional Native values and values of the dominant society. Physical challenge programs, tribally-sponsored chapters of national youth organizations, and peer support groups provide a framework for accomplishment, self-actualization, and the development of healthy attitudes. This digest discusses the steps tribes and Native communities are taking to eliminate substance abuse and improve the self-esteem of Native youth. It also offers six steps for developing a community program. (SV)
ERIC No.: ED335207

Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence

Author: Bodinger-deUriarte, Cristina; Sancho, Anthony R.
Corporate Source: Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, CA.
Publication Date: 1991
Note: 110p.
Sponsoring Agency: Office of Elementary and Secondary Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: This sourcebook introduces school district personnel and collaborative agencies to programs and resources that might help curtail hate crime and reduce the bigotry that inspires it. Hate crime is defined to provide a clear set of criteria for determining whether particular behaviors fit this concept. Seven characteristics distinguishing hate crime from other crime against persons and property are enumerated, explained, and illustrated with examples. Sections chronicle the urgency and scope of the situation and shows that youth hate crime now outpaces adult hate crime; discuss common misperceptions about hate crime; identify sources of bigotry leading to hate crime; and focus on the three causes of hate crime that can best be addressed through school-based strategies. (63 references). (LLL)
ERIC No.: ED334523

Managing Adolescent Behavior: A Multi-Year, Multi-School Experiment. Report Number 50

Author: Gottfredson, Denise C.; and Others
Corporate Source: Center for Research on Elementary and Middle Schools, Baltimore, MD.
Publication Date: Nov 1990
Note: 58p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: The Charleston County School District (South Carolina) implemented a 3-year program in eight middle schools in the fall of 1986 to cope with high rates of student misconduct. The program sought to improve the clarity of school rules, the consistency of enforcement, classroom organization and management, frequency of communication with the home regarding student behavior, and reinforcement for appropriate behavior. The strength and fidelity of implementation varied considerably from school to school and were tied to the level of administrator support for the program. Student conduct improved significantly in schools where the program was implemented well. (39 references) (CLA)
ERIC No.: ED333549

Policies and Programs for the 1990's: A Team Approach to the Prevention of

Alcohol, Other Drug, and Traffic Safety Problems in Higher Education. 1989 Workshops

Corporate Source: Hazelden Services, Inc., Minneapolis, MN.
Publication Date: 1990
Note: 36p.; For other documents concerning drug abuse, see HE 4 527-551 and ED 313 654.
Sponsoring Agency: Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; National Highway Traffic Safety Administration (DOT), Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Target Audience: Practitioners
Abstract: This is a workshop training manual designed to help institutions of higher education develop policies and programs to prevent substance abuse on their campuses. A participant questionnaire, data on why non-users stopped using drugs, and an athlete user profile all address facts about college drug use. There are also eight legal recommendations, evaluation tips, and two work sheets on missing components and obstacles to implementation that will help those beginning to develop an action plan. Several other items address chemical health: a list of drug use situations to be evaluated, recommendations for standards, and suggestions for role playing. (JB)
ERIC No.: ED332594

Drug-Free Schools: A National Challenge. Drug Testing

Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: 1990
Note: 29p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ERIC-90-133
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The ERIC Review announces research results, publications, and new programs relevant to each issue's theme. This inaugural issue is on drug abuse. It contains two principal articles: "Drug-Free Schools" by Samuel Y. Fustukjian, and "Drug Testing" by Amy Klauke and Margaret Hadderman. It also includes: (1) a description of the 7 major programs of the U.S. Department of Education's assistance to State and local education institutions in the war on drugs; (2) a description of 16 of the major domestic organizations fighting drug abuse; and (3) toll-free sources of help and emergency information. There is an annotated bibliography. (TB)
ERIC No.: ED332696

Parenting Skills Curricula: A Descriptive Guide

Author: Bickel, Ann; Ertle, Vicki

Corporate Source: Northwest Regional Educational Laboratory, Portland, OR; Western Center for Drug-Free Schools and Communities.

Publication Date: Feb 1991

Note: 34p.

Sponsoring Agency: Department of Education, Washington, DC.

Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.

Target Audience: Administrators, Practitioners

Abstract: This guide to parent education in alcohol and other drug (AOD) prevention describes available curricula for parent education that are appropriate for comprehensive K-12 AOD prevention and intervention in schools and communities. The majority of the programs are sequential, instructor-led programs that require a minimum of 10 hours of parent and/or family participation. All provide information and practical skill building. Instructor training is required for many programs, but all are designed to be easily implemented. Each selection includes a description of the format, content, available training, and materials for the program. (LLL)

ERIC No.: ED330936

Environmental Influences on Alcohol Use by College Students

Author: Kuh, George P.

Publication Date: 1 Jan 1991

Note: 67p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.

Abstract: This report on alcohol use by college students describes the influence of college environments on student drinking. The author examines the college environment; describes the college students who drink; and examines the literature on the environmental influences on college drinking including the campus' physical plant, organization, and social-psychological and cultural characteristics. The author recommends policies and practices and identifies areas that require additional research. (149 references) (GLR)

ERIC No.: ED331336

Drug and Alcohol Prevention Education. ERIC Digest

Author: Summerfield, Liane M.

Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.

Publication Date: 1991

Note: 4p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Report Number: EDO-SP-91-1

Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.

Abstract: The author explores how to obtain safe, disciplined, drug-free schools. There has not been much evaluation of drug education programs, but the information available indicates that instruction must begin early in life, be part of a comprehensive health curriculum, ensure community involvement, and include teacher training. Implementation of drug education programs involves three steps: needs assessment, curriculum development, and program evaluation. Inservice teacher education is crucial to successful drug and alcohol education. For school programs to succeed, administrators, parents, and the community must establish policies and strategies for achieving objectives at the local level. (SM)

ERIC No.: ED330675

Substance Abuse Among Youth with Disabilities. Prevention Research Update, Number 7/Summer 1990

Author: Prendergast, Michael; and Others
Corporate Source: Western Center for Drug-Free Schools and Communities.
Publication Date: 1990
Note: 59p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Practitioners
Abstract: This literature review summarizes information on alcohol and other drug abuse among people with developmental, learning, hearing, visual, and mobility impairments. The review is divided into four sections. The first section addresses the limits of the research. The second section discusses the nature and prevalence of disabilities and of alcohol and other drug use among the disabled. The third section examines risk factors, and the fourth section summarizes prevention and intervention needs. The author provides detailed abstracts of 22 studies. (136 references, 7 substance abuse education and prevention materials, 23 programs and organizations listed by State, and a listing of references by subject) (DB)
ERIC No.: ED330127

A Consumer's Guide to Alcohol and Other Drug Surveys

Author: Gabriel, Roy M.; And Others
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR. Test Center.; Western Center for Drug-Free Schools and Communities.
Publication Date: Nov 1990
Note: 95p.; Cover pages are printed on dark-green paper. Addenda on confidentiality contain small print.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Practitioners, Community
Abstract: This consumer's guide provides descriptive information about currently available surveys of student alcohol and other drug (AOD) use. Topics which the book's four chapters address include detailed descriptions of the content of the AOD use surveys reviewed; general content issues; issues common to all AOD use survey tools; and the principles and issues discussed throughout the guide in a rating scale recommended for use by local schools and communities. References are included. (TE)
ERIC No.: ED327776

Positive Discipline. ERIC Digest

Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-90-10
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: 12 methods of discipline that promote self-worth; the process of creating a positive climate that promotes self-discipline; harmful and negative disciplinary methods; and good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)
ERIC No.: ED327271

Adolescence--A Tough Time for Indian Youth. What Can We Do

Author: Gale, Nancy
Corporate Source: Native American Development Corporation, Washington, DC.
Publication Date: [1990
Note: 26p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: Native American Development Corporation, 1000 Connecticut Avenue, NW, Suite 1206, Washington, DC 20036.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This booklet examines the difficulties experienced by Indian youth in confronting the problems and changes of adolescence. In urban areas, 80 percent of Indian youth drop out of school, compared with 50 percent of reservation Indian students. Up to 25 percent of Indian youth display symptoms of psychological problems, and many Indian youngsters live in environments with a high rate of alcoholism and other drug abuse; in fact, Indian youth use alcohol at a rate three times that of adolescents in the general population. Aside from normal adolescent tasks, Indian youth must also struggle with their cultural roles and identities. The booklet suggests strategies to make adolescent transitions smoother, including strengthening a youth's sense of being a valued member of the family; raising youth's self-esteem; and helping youth strengthen relationships with significant adults. (TES)
ERIC No.: ED326340

Pass the Word. A Resource Booklet for the Native American Community Concerning New Concepts about Alcoholism

Author: Gale, Nancy
Corporate Source: Native American Development Corporation, Washington, DC.
Publication Date: 1990
Note: 22p.
Sponsoring Agency: Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
Availability: Native American Development Corporation, 1000 Connecticut Avenue, NW, Suite 1206, Washington, DC 20036.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This booklet discusses the new attitudes toward alcohol abuse in the Indian community: Native Americans are not condemned by their race to a destiny of alcohol-related problems, but, rather, have a choice; abstinence is an acceptable option; the non-drinker need not be isolated and lonely; the community is responsible for addressing alcoholism and drug abuse and must act to offer alternative activities; and success is possible. Alcoholism is a family and community disease; affects multiple generations; and often coexists with other specific problems such as depression and cultural shame. In the fight against alcohol abuse, American Indians have special cultural attributes that can help them, including extended family networks, close-knit communities with strong identities, and holistic world views. Native Americans are headed in the right direction and must use their resources to maintain the movement against alcohol and drug abuse. (SV)
ERIC No.: ED326344

A Guide for College Presidents and Governing Boards: Strategies for Eliminating Alcohol and Other Drug Abuse on Campuses

Author: Upcraft, M. Lee; Welty, John D.
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Sep 1990
Note: 53p.
Report Number: PIP-90-874
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Administrators, Practitioners, Policymakers
Abstract: This guide outlines the extent of drug use and alcohol problems on college campuses and recommends five strategies for institutions of higher education: (1) develop clear policies concerning alcohol and other drugs; (2) enforce alcohol and other drug regulations; (3) provide alcohol and other drug education and prevention programs; (4) ensure intervention and referral for treatment of students, faculty, and staff; and (5) assess attitudes and

behavior toward alcohol and other drugs as well as the effectiveness of education, prevention, intervention, and treatment programs. The guide recommends specific actions that college presidents and governing boards can take to carry out each strategy. Appendixes contain membership guidelines and standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, the Drug-Free Schools and Communities Act Amendments of 1989, and guidelines for marketing alcoholic beverages on campuses. (JDD)
ERIC No.: ED325017

Profiles of Successful Drug Prevention Programs, 1988-89. Drug-Free School Recognition Program

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: May 1990
Note: 68p.
Report Number: PIP-90-895
Availability: EDRS Price - Microfiche $.86/Paper Copy $6.09 Plus Postage.
Abstract: The Drug-Free School Recognition Program is a competitive evaluation and award program that acknowledges public and private elementary and secondary schools with successful substance abuse prevention or reduction programs. Strategies and activities utilized by the 47 winning schools are highlighted. Indicators of success are: recognition and assessment of drug problems; clearly defined, enforced, and publicized policies; comprehensive substance abuse education curricula; staff development; and student, parent, and community involvement. (LMI)
ERIC No.: ED322615

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services. Volume 4: Substance Abuse

Note: see ED332308 pg. 109

Striving for Excellence: The National Education Goals

Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: Oct 1991
Note: 73p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Practitioners, Parents
Abstract: This compilation of ERIC Digests describes issues, highlights exemplary programs and promising practices, and explains research results that can assist educators in achieving the far-reaching national education goals adopted by the President and the governors in 1990. The two lead digests are "An Overview of the Six National Education Goals" and "The National Education Goals: Questions and Answers." The remaining digests are divided into sections that address each goal; each section contains a digest that provides an overview of that goal, followed by additional digests that discuss related issues. (MLF)
ERIC No.: ED334713

Measuring Progress toward the National Education Goals: Potential Indicators and Measurement Strategies. Discussion Document

Corporate Source: National Education Goals Panel, Washington, DC.
Publication Date: 25 Mar 1991
Note: 48p.; The address of the panel is: National Education Goals Panel, 1850 M. Street, North West, Suite 270, Washington, DC 20036 (202) 632-0952.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This document provides the objectives, issues, and questions concerning measuring/monitoring the progress toward meeting six national education goals. It also includes a list of resource group memberships and an abstract of resource group interim reports. The National Education Goals Panel enlisted the aid of six resource groups of educators, business people, and technical experts to identify which indicators best measure progress, data for the panel's first progress report, and the content of future reports. Instructions and a form for submitting public testimony for panel consideration are included. One appendix presents sample questions concerning State systemic reform policies. (RLC)
ERIC No.: ED329598

America 2000: An Education Strategy. Sourcebook

Corporate Source: Department of Education, Washington, DC.
Publication Date: May 1991
Note: 82p.; This Sourcebook incorporates and supplements the earlier basic report, "America 2000: An Education Strategy" (see ED 327 009). For further information on "America 2000," call 1-800-872-5327 (1-800-USA-LEARN); in the D.C. Metropolitan Area, call (202) 401-2000.
Report Number: ED/OS91-13
Availability: Free from the U.S. Department of Education (1-800-USA-LEARN).
Other Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: "America 2000" is a long-term national strategy (not a Federal program) designed to accomplish six national education goals articulated by the President and the State governors at the 1989 "Education Summit". This "Sourcebook" is "a collection of documents that offers a description of America 2000." It contains remarks by the President at the presentation of the national education strategy; the contents of an original booklet articulating the details of the strategy; the White House fact sheet summarizing the strategy; the six national education goals; and the joint statement by the President and State governors at the "Education Summit." (WTB)
ERIC No.: ED327985

Family Involvement. Special Collection Number 4

Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 77p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Administrators, Practitioners, Policymakers, Researchers, Parents, Students
Abstract: The eight digests and nine annotated bibliographies included in this collection focus on family involvement--parents and their children working together to learn. The collection also provides a profile of the ERIC Clearinghouse on Reading and Communication Skills, information on computerized search services, searching ERIC in print, books available from the clearinghouse, and an order form. (RS)
ERIC No.: ED334547

Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest No. E497

Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: May 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EC-91-2
Availability: Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners
Abstract: Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of the unique perspectives or communication styles common to those cultures. They also need to be sensitive to the different values, experiences, and beliefs about special education that may be held by cultural and ethnic groups. Educators are encouraged to: (1) use language parents can understand; (2) be sensitive in sharing space, touching, eye contact, and time ordering of interactions; (3) inform parents; (4) support parents as they learn how to participate in the system; and (5) encourage parental participation with their school-aged children. (9 references) (JDD)
ERIC No.: ED333619

Briefs for Parents in Ready-to-Copy Form (English Version)

Author: Howley, Craig; Cahape, Patricia
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: 1991
Note: 8p.; For a related document, see ED 329 382.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This is a collection of six briefs on reading, helping children adjust to their parents' divorce, and understanding science. Educators and community organizations can use this information in newsletters, handbooks, and school calendars. "Learning to Read Well: Some Simple Facts" provides statistics about learning to read and suggests experiences that encourage reading. Working parents whose children must care for themselves after school can get some guidance in "Are the Children Home Alone? (Don't Worry, Be Savvy)." All briefs suggest additional resources. (KS)
ERIC No.: ED332861

Making the Most of Your Child's Education: More Topics for Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project

Author: Pell, Elena Ramirez; Elizabeth Weiser
Corporate Source: ASPIRA Association, Incorporated, Washington, DC. National Office.
Publication Date: 1990
Note: 44p.
Sponsoring Agency: Anheuser-Busch Companies, Incorporated, Saint Louis, MO.; Department of Education, Washington, DC.
Availability: ASPIRA Association, Incorporated, 1112 Sixteenth Street North West, Suite 340, Washington, DC 20036 ($5.00; 6-14 copies, $4.50; 15-24 copies, $4.00; 25-75 copies, $3.50; 76+ copies, $3.00. Also available in Spanish).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Parents
Abstract: This guide for Hispanic American parents offers practical advice on how to help their children succeed and how to improve their children's schools including the following suggestions: attend to your child's basic health and nutritional needs and help with homework; participate in school events and parent-teacher conferences; volunteer to work in the school as a teacher's aide, a community liaison, or a planner of special events; and become an advocate for school improvement by joining or starting a parent group. Suggestions are offered for parents to start a Latino parents' group. (13 references) (FMW)
ERIC No.: ED327626

Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest

Author: Simic, Marge
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CS-91-02
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This program for parent involvement in the elementary language arts classroom encourages parent participation in the classroom but also emphasizes parent participation at home. It is realistic to think that as parents move through levels of increasing classroom involvement, the audience of parents narrows. Teachers cannot let this be discouraging. Instead, they must remind themselves that the obligation to reach a wider audience of parents remains. When parents are involved, teachers must recognize that it came about through effective communication. (RS)
ERIC No.: ED326901

Home Support for Emerging Literacy: What Parents Do That Correlates with Early Reading Achievement. Technical Report Number 518

Author: Meyer, Linda A.; and Others
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA; Illinois University, Center for the Study of Reading, Urbana, IL.
Publication Date: Dec 1990
Note: 53p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This study presents descriptive and correlational results from questionnaires and tests administered to approximately 650 children in two cohorts, who, with their parents, are participating in a longitudinal study of reading comprehension development. Results from kindergarten and first-grade students showed low but positive

correlations for parents' reading and children's performance in reading and consistent correlations for parents' resources and inhibitions--those items parents give to their children and the conditions in the home environments that may actually inhibit the children's performance in reading, such as the amount of time they spend in day care or the number of hours mothers work each week. (Author/MG)
ERIC No.: ED325830

Working with Working Families. ERIC Digest

Author: King, Margaret
Corporate Source: ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-PS-90-8
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest offers tips for understanding the needs, concerns, and feelings of employed parents, and discusses ways child caregivers can involve working parents in their children's lives while the children are enrolled in child care facilities. Competition with the caregiver, guilt over leaving children in the care of others, and little time for activities are characteristics of employed parents that may affect their relationship with caregivers. That relationship can be facilitated by flexible scheduling, parent visits, parent education, formal and informal communication, and informal gatherings. (RH)
ERIC No.: ED326324

Help Your Child Learn To Write Well

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: 1990
Note: 7p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Parents
Abstract: Arguing that parents can make a big difference, this leaflet presents simple and fun strategies parents can use to help their children learn to write well. It points out that children should have a good place to write, the proper materials, sufficient time, and response and praise from their parents. Strategies discussed include: "real" writing; note-taking; brainstorming; journal writing; writing together; using games; making lists; and copying song lyrics, favorite poems, or quotations from books or plays. (RS)
ERIC No.: ED324696

Hispanic Community Organizations: Partners in Parental Involvement. Research Notes, Number 1, 1990

Author: Ramirez, Elizabeth Weiser
Corporate Source: ASPIRA Association, Inc., Washington, DC., National Office.
Publication Date: 1990
Note: 5p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: ASPIRA Association, Inc. National Office, 1112 16th Street, NW, Suite 340, Washington, DC.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This overview of research on Hispanic parents' cooperation in supporting their children's education focuses on the need to support parents so they can participate in their children's education. It suggests that local Hispanic community agencies have an important role in bringing schools and parents together. The following topics are covered: (1) barriers to parental involvement; (2) Hispanic parents' interest; (3) action from schools; (4) barriers to school action; and (5) community involvement with parents and schools. (MYM)
ERIC No.: ED325573

Increasing Parental Involvement as a Means of Improving Our Nation's Schools

Author: Moore, Evelyn K.
Corporate Source: National Black Child Development Institute, Inc., Washington, DC.
Publication Date: 26 Oct 1990
Note: 26p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: Discussion focuses on models of and approaches to meaningful parent involvement in the education of children; the need for innovation in family-school relationships; and barriers that prevent or impede parent involvement. Models include those derived from early childhood education and school partnerships with parents as policymakers, as volunteers in the program, and as facilitators of children's development. This publication points out that if children are to meet new academic challenges and realize success, the nation's schools must evolve to the point where parents and schools capitalize on each other's knowledge and abilities. It includes a parent resource guide describing experiences that promote children's development and prepare them for school. (RH)
ERIC No.: ED325232

Schools and Communities Together: A Guide to Parent Involvement

Author: Wikelund, Karen Reed
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR.
Publication Date: Sep 1990
Note: 96p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Parents, Practitioners, Community
Abstract: This guide describes program elements considered essential to successful collaboration between families and schools. It briefly discusses the basic types of parent involvement and the benefits of and barriers to effective parent involvement programs. It describes roles and responsibilities for each key player in the parent involvement effort, including administrators, teachers, outreach workers, parents, community members, and children. The guide offers suggestions on how to implement effective programs. Suggestions are based on research on parent involvement and on experience with a federally-funded parent involvement demonstration project conducted in two Northwest elementary schools. The guide also lists organizations that offer publications, training materials, and informational kits for parents and teachers. (RH)
ERIC No.: ED324131

Parental Involvement in Education. Issues in Education

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Aug 1990
Note: 3p.
Report Number: AS-90-001
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This document reports findings from a new nationally representative survey of 25,000 American eighth graders, their parents, teachers, and principals. The National Education Longitudinal Study of 1988 (NELS:88) will follow the children every 2 years as they move into high school, college, or the labor market. The study's first survey year findings, which concern parents and children, parents and schools, and parent participation, reveal startling communication gaps among American adolescents, their parents, and their schools. Not only do students communicate infrequently with their parents about school, they also rarely get advice from counselors or teachers. The study concludes that attainment of national, state, and community educational goals is impossible without a significant increase in parental involvement in education. (RH)
ERIC No.: ED324139

Working Models of Choice in Public Education. CPRE Report Series RR-018

Author: Elmore, Richard F.
Corporate Source: Center for Policy Research in Education.
Publication Date: Dec 1990
Note: 30p.; For related studies, see EA 3 004-006.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a four-title "School Choice Package" (Order Number PK-001, $21.00 prepaid).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Controlled educational choice, parental or student choice of educational programs within the public schools, has become a component of educational reform. This paper reviews three working models: the Minnesota Postsecondary Enrollment Options program, the Washington State Educational Clinics program, and New York City's Community District 4 Alternative School Choice program. All three programs had early opposition followed by relatively smooth implementation. They have had positive effects, although none has demonstrated the extent to which choice enhances performance. None of the models offers choice to all of their clients. (9 references) (Author/MLH)
ERIC No.: ED332350

The Minnesota Postsecondary Options Law; A Case of Choice. CPRE Report Series TC-004

Author: Archibald, Doug A.
Corporate Source: Center for Policy Research in Education.
Publication Date: Dec 1990
Note: 42p.; For related studies, see EA 3 004-007.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ ($7.00 prepaid). Also available as part of a four-title "School Choice Package" (Order Number PK-001, $21.00 prepaid).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Interest in school choice has reached an unprecedented level in the United States. This paper discusses the origins, political context, and controversy surrounding the 1985 Minnesota Postsecondary Enrollment Options Act (PEO), the first State school choice initiative and a major catalyst for other States and districts. The climate of fiscal conservatism in Minnesota's legislature, the lack of perceived serious educational problems, and strong sentiments for local control were inimical to top-down reform programs, but legislators felt pressured to support educational reform. Student participation and performance data and competitive incentives created by PEO indicate that it is achieving its goals. (27 references) (Author/MLH)
ERIC No.: ED332348

Choosing Better Schools: The Five Regional Meetings on Choice in Education

Corporate Source: Department of Education, Washington, DC.
Publication Date: Dec 1990
Note: 25p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report offers a short synopsis of five regional meetings on school choice and follow-up activities. The meetings were held in fall 1989 in East Harlem, New York; Minneapolis/St. Paul, Minnesota; Charlotte, North Carolina; Denver, Colorado; and Richmond, California. Three sections provide a review of choice activities that have occurred since the meetings, a description of types of school choice, and a discussion of school choice and restructuring. A fourth section examines issues relevant to school choice. The final section describes Department of Education school choice

projects. (LMI)
ERIC No.: ED327975

Choice in American Education. Policy Issues

Author: Witte, John F.
Corporate Source: Appalachia Educational Laboratory, Policy and Planning Center, Charleston, WV; Wisconsin University, Robert M. LaFollette Institute of Public Affairs, Madison, WI.
Publication Date: Aug 1990
Note: 52p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This analysis of school choice programs is organized around the following topics: common characteristics of programs, variations, advantages and disadvantages, the relationship between choice and student achievement, and the state's role. One conclusion is that policy decisions will have to be based on factors other than effects of school choice on student achievement, because there are few, if any, acceptable studies available on the subject, and that state policymakers should weigh choice options against legal, political, and geographic constraints. (56 references) (LMI)
ERIC No.: ED325948

Public School Choice: A Selected Annotated Bibliography

Author: Crohn, Leslie; Hansen, Kenneth H.
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR.
Publication Date: Jan 1990
Note: 28p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204 ($5.40; includes handling and 4th-class postage).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This bibliography offers a sampling of a wide variety of viewpoints on the topic of school choice and presents 14 annotated references. Among the viewpoints represented are: (1) unlimited or highly structured choice; (2) students choosing, as well as parents choosing; (3) transportation costs met by public funds or being the sole responsibility of the parent; and (4) choice within the district, or between districts, including or excluding private schools and higher education institutions. (MLF)
ERIC No.: ED323587

What Makes a Difference? School Context, Principal Leadership, and Student Achievement. NCEL Occasional Paper Number 3

Author: Hallinger, Philip; And Others
Corporate Source: National Center for Educational Leadership, Nashville, TN.
Publication Date: Jun 1990
Note: 42p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Target Audience: Administrators, Practitioners, Policymakers
Abstract: After a brief review of literature on the relationship between administrative leadership and student learning, this document focuses on the following aspects of the Far West Laboratory Instructional Leadership Model: (1) antecedents of leadership such as community contexts, instructional contexts, personal beliefs and experiences, gender, and personal characteristics; (2) principal leadership; and (3) consequences of principal leadership, such as instructional climate and instructional organization, that affect student outcomes. Selected data collected from 98 elementary schools as part of the Tennessee School Improvement Incentives Program are explored, with study results described in relation to each aspect of the FWL model. (55 references) (CLA)
ERIC No.: ED332341

The Transformation of Education by Design: An Orientation Guide for Educational Decision Makers

Author: Banathy, Bela H.; Jenks, C. Lynn
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: Oct 1990
Note: 34p.; For related documents, see EA 022 715-716 and ED 323 660.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: This guide, which was designed for 1-day study sessions for educational and community leaders, provides a basic understanding of educational systems design. The authors present educational design as an important and necessary strategy for reform. They describe the process of implementing educational systems design as it might occur in a school district and community. The guide is the first of three documents in a Professional Development Package for Educational Systems Design. The guide also helps educators to explore the implications on education of rapid social change and advances in knowledge about learning and human development. (MLF)
ERIC No.: ED330033

National Center on Effective Secondary Schools: Final Report on OERI Grant Number G-008690007

Author: Newmann, Fred M. and Others
Corporate Source: Wisconsin Center for Education Research, Madison, WI.
Publication Date: 20 Mar 1991
Note: 99p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: This report presents findings of six projects conducted by the National Center on Effective Secondary Schools. The center's mission is to improve the academic achievement of all students, focusing on the disadvantaged and less successful. The projects' examine the following topics: (1) school improvement; (2) how family background, peer groups, workplace, and extracurricular activities affect student achievement and engagement; (3) how student opportunities to learn through authentic discourse may mediate the effects of tracking and ability grouping on student achievement; (4) strategies to promote higher order thinking in high school social studies; (5) special programs and community interventions to improve achievement and engagement of at-risk students; and (6) the conditions and structures that promote teachers' engagement in their work. This report includes agency information on dissemination and management procedures as well as a publication list. (LMI)
ERIC No.: ED334703

Accountability in Education. Policy Briefs, Number Fourteen

Author: Brown, Patricia R.
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA
Publication Date: 1990
Note: 16p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This publication provides an overview of accountability in public education. The contents treat recent accountability efforts, a comprehensive accountability model, accountability strategies, and means for incorporating system indicators into the larger systemic framework. The author concludes that policymakers face a choice between a bureaucratic-legal and a professional-political strategy model. Policymakers must address the accountability process as well as system indicators and must examine the interactions among the responsibility of various educational actors, goals, resources, standards, and rewards/sanctions. A special insert includes five relevant articles. (5 references) (LMI)
ERIC No.: ED326949

Developing Leaders for Restructuring Schools: New Habits of Mind and Heart. A Report of the National LEADership Network Study Group on Restructuring Schools

Author: Mojkowski, Charles; Bamberger, Richard, Ed.
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
Publication Date: Mar 1991
Note: 79p.
Report Number: PIP-91-824
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: This document examines the effects of restructuring movements on administrators. The authors compare restructuring with traditional approaches to school improvement as it affects: (1) programs and services for students, (2) roles and relationships, (3) rules and regularities, and (4) accountability. They discuss the experiences of educators in schools undergoing restructuring as well as the conditions needed to begin restructuring. They explore the characteristics of leaders in restructuring schools as well as the qualities needed for successful restructuring. The document then focuses on changing leadership development programs and examines three areas that call for change: the syllabus, the setting, and the process. (CLA)
ERIC No.: ED330078

Success for All: Effects on Language Minority Students

Author: Slavin, Robert E.; Yampolsky, Renee
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Mar 1991
Note: 23p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: 14
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This report presents the results of the "Success for All" elementary school restructuring program in grades K-3 in a school with a student body that is mostly Asian. The program employs innovative reading programs, one-to-one tutoring from certified teachers, frequent assessment, and family support. This was the first time the program was used with children whose home language is not English. The results were similar to those obtained when the program was used elsewhere. The students performed substantially better than control school students in kindergarten and first and second grades. There is a 12-item bibliography. (MSE)
ERIC No.: ED331294

Restructuring Schools: Principals' Perceptions of Fundamental Educational Reform

Author: Hallinger, Philip and Others
Corporate Source: National Center for Educational Leadership, Nashville, TN.
Publication Date: Apr 1991
Note: 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This paper summarizes findings on school principals' perceptions concerning the potential effects of fundamental school reform. Participants in this exploratory study, which used qualitative methodology (indepth interviewing of a small sample), included 15 principals from public schools in New York, Illinois, and Tennessee. Findings were organized around the major areas of inquiry: conceptions of restructuring; potential impact of restructuring; prerequisites for successful implementation; and changes at the classroom and school levels. (34 references). (MLH)
ERIC No.: ED334681

The Variable Effects of Tracking: Inequality and Productivity in American High Schools

Author: Gamoran, Adam
Corporate Source: National Center on Effective Secondary Schools, Madison, WI.
Publication Date: Oct 1990
Note: 40p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This study examines the relationship of four organizational dimensions of tracking systems on the variation in between-track inequality and productivity and differences between public and Catholic schools. The study found that more flexible systems produce lower inequality in mathematics, reading, and vocabulary achievement; moderately inclusive systems produce lower inequality in mathematics achievement; flexibility and inclusiveness have a positive effect on overall achievement; elective systems produce higher achievement; and Catholic schools have lower inequality and higher productivity than public schools due in part to the way they use tracking. (59 references) (FMW)
ERIC No.: ED328632

Current Issues and Research Findings in the Study of School Leadership. Project Report

Author: Krug, Samuel E.; And Others
Corporate Source: Illinois University, Urbana. Beckman Institute for Advanced Science and Technology.; MetriTech Incorporated, MI.; National Center for School Leadership, Urbana, IL.
Publication Date: 1990
Note: 53p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, National Center for School Leadership, 1208 West Springfield, Room 208, Urbana, IL 61801 (Order Number PR-B005; $8.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: A set of objective instruments to assess school leadership and instructional climate were developed in this study designed to improve upon the primarily descriptive, individual-oriented leadership assessments of prior research. Findings indicate that beliefs about work are a significant factor in explaining differences between leaders and that what is learned about instructional leadership is highly dependent on whom is asked. The implementation of an instructional leadership development program indicates that individually oriented programs are effective models for instructional leadership training. (35 references) (LMI)
ERIC No.: ED327946

Educational Reform Options Targeted to Middle-Range High School Students. Research Report 08-027

Author: Rosenblum, Sheila; And Others
Corporate Source: Southeastern Educational Improvement Laboratory, Research Triangle Park, NC.
Publication Date: 1990
Note: 92p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Southeastern Educational Improvement Laboratory, Post Office Box 12748, 200 Park Offices, Suite 200, Research Triangle Park, NC 27709-2748 ($8.00 prepaid).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: This report addresses policy and program options for economic revitalization in the Southeast region of the United States through educational reform and focuses on improving the learning experiences of middle-range high school students. A discussion of findings identifies three critical State policy roles for meeting middle-range student needs and assessed program initiatives according to their amenability to State policy and local implementation. Conclusions recommend redefinition of the target group, change in the State role toward an outcomes-based model, and the broadening participation of external organizations. (18 references) (LMI)
ERIC No.: ED328999

"The Cunning Hand, The Cultured Mind": Models for Integrating Vocational and Academic Education

Author: Grubb, W. Norton and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jul 1991
Note: 113p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-141: $4.50).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This report discusses the integration of vocational and academic education and describes various approaches to integration. It examines reasons supporting an integrated curriculum; outlines eight models of integration and describes how high schools have changed their curricula and restructured their program and course offerings; clarifies the requirements for successful efforts at integration; outlines crucial resources and addresses the need to institutionalize reform; summarizes the purposes and ambitions of different approaches; and explains how integration can reform the U.S. high school. Appendixes list schools visited and interviews conducted in addition to curriculum

materials related to the integration of vocational and academic education. (59 references). (KC)
ERIC No.: ED334421

Creating Accountability in Big City School Systems. Urban Diversity Series Number 1

Author: Darling-Hammond, Linda; Ascher, Carol
Corporate Source: Columbia University, New York, NY. Teachers College National Center for Restructuring Education, Schools and Teaching.; ERIC Clearinghouse on Urban Education, New York, NY.
Publication Date: Mar 1991
Note: 48p.; On title page, cited as "Creating Accountability in Big City Schools."
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Accountability systems must simultaneously consider political, legal, bureaucratic, professional, and market concerns. Accountability systems need multiple indicators to stimulate and measure school improvement, but there is little agreement about what those indicators should be or who should be responsible for determining them. Indicators must go beyond rudimentary output measures such as student test scores and examine the school context. Whether the indicators focus on inputs or outputs, the technical quality of the data must be protected to create a level of analysis that isolates within-school differences and to ensure that across-school comparisons are fair. (29 references) (FMW)
ERIC No.: ED334339

Weaving a New Paradigm: Steps to Organizing for Excellence

Author: Duttweiler, Patricia Cloud; Mutchler, Sue E.
Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: 1990
Note: 229p.; For a related document, see EA 2 800.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $32.00 Plus Postage.
Abstract: This document discusses the need to restructure the educational system. Section 1 is a philosophical framework that considers the cultural misalignment between the community, the home, and the school; examines the failure of past reforms; and discusses shifts in the paradigms that shape the organizational structure of schools. Section 2 presents the practical application of the process. The workbook at the end of this section suggests a strategy for changing the system based on community beliefs and values. (approximately 80 references) (MLF)
ERIC No.: ED333526

Restructuring the School Environment to Enhance Student Motivation and Learning. Draft

Author: Maehr, Martin L.; Midgley, Carol
Corporate Source: National Center for School Leadership, Urbana, IL.
Publication Date: Apr 1991
Note: 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This paper describes a collaborative project among university researchers, school leaders, and school staff in one elementary and one middle school in a school district with a large at-risk student population. The project focused on structurally changing the school environment to enhance student motivation and achievement. Although school staffs' impatience for immediate action and results created tension between researchers and site staff, project outcomes suggest that using goal theory framework for organizational

change is feasible. Organizational change at the school level and leadership development were crucial factors in increasing student motivation. (27 references) (LMI)
ERIC No.: ED333534

Middle Grades Reform: A Casebook for School Leaders

Author: Filby, Nikola N., Ed.; and Others
Corporate Source: County Superintendents' Association of California.; Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: May 1990
Note: 125p.; For a related document, see EA 2 724.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Administrators, Policymakers, Practitioners
Abstract: This volume results from a collaborative effort by California educators in middle-grades reform. It summarizes the best ideas in research and practice and support for local improvement. It is written in casebook format to convey the problems and strategies of educators trying to lead a school into and through change. A nautical metaphor captures much of what is known about school change with six elements: (1) getting launched; (2) choosing a destination; (3) supporting the crew; (4) navigating; (5) ports of call; and (5) not alone at sea. Editor's notes introduce research-based concepts and suggest key issues for consideration. (MLF)
ERIC No.: ED333524

Preparing School Administrators for the Twenty-First Century: The Reform Agenda. NCEL Occasional Paper Number 2

Author: Murphy, Joseph
Corporate Source: Harvard University, Cambridge, MA, Graduate School of Education.; National Center for Educational Leadership, Cambridge, MA.
Publication Date: Apr 1990
Note: 52p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: This document describes four trends that have fueled reform proposals. It then explores the need for reform in the leadership, professionalism, and standards of educational administration by discussing: (1) the direction of reform efforts; (2) the need for instructional focus; (3) the establishment of a professional knowledge base; (4) the need for a professional model of delivery; (5) administrator recruitment; (6) preparation program content; (7) preparation program structure; (8) monitoring progress; (9) certification standards; (10) employment standards; and (11) standards of professional development for practicing school administrators. It also discusses the necessity of bringing administrative programs and educational leaders' views in line with a child-centered educational agenda. (108 references) (CLA)
ERIC No.: ED332340

Educational Reform in the 1980s: Explaining Some Surprising Success. NCEL Occasional Paper Number 5

Author: Murphy, Joseph
Corporate Source: National Center for Educational Leadership, Nashville, TN.
Publication Date: Sep 1990
Note: 33p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Many of the reform initiatives of the 1980s have been successfully implemented. Some expected the reform movement to fail because it was insufficiently funded, lacked a comprehensive approach, and used inappropriate policy mechanisms and tools. Professional intransigence, deep-rooted norms in organizational culture, and the bureaucratic nature of schools also were expected to make the movement fail. The authors speculate that the movement succeeded because: (1) it built on existing structures; (2) it made schools more receptive to reform; (3) arguments on organizational propositions were incongruent with the current school systems; and (4) shifts in values had changed the school climate. (66 references) (EJS)
ERIC No.: ED332343

Trouble in Paradise: Teacher Conflicts in Shared Decision Making. NCEL Occasional Paper Number 8

Author: Weiss, Carol H.; and Others
Corporate Source: National Center for Educational Leadership, Nashville, TN.
Publication Date: Apr 1991
Note: 31p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138 ($4.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This document examines the advantages and disadvantages of teacher participation in shared decision making. The authors describe six high schools that had such a program and present the problems that emerged: conflicts over who participates; conflicts among participants; and internal conflicts--new and old ideas within the same individual. The authors explain confusion over the locus of final authority and the need for teacher training in the issues faced by decision makers, the process of decision making, and negotiation skills. They also discuss the development of a school culture that supports participation and provides a sense of mutual trust. (20 references) (CLA)
ERIC No.: ED332346

WVEA-AEL Site-Based Decisionmaking Casebook: A Joint Study

Corporate Source: Appalachia Educational Laboratory, Charleston, WV; West Virginia Education Association, Charleston.
Publication Date: Feb 1991
Note: 56p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: Site-based decisionmaking involves collaboration between school faculty and administration in planning, problem solving, and decision making on school policies and practices. This type of management is appropriate because school reform requires the involvement of all stakeholders. In 1988-90, the West Virginia legislature mandated site-based decisionmaking. A group of 3 teachers and an intermediate service agency educator identified 55 model site-based decisionmaking programs and selected 8 of them. This report describes the development, goals,

organizational structures, training resources, accomplishments/obstacles, future, demographics, and contact information of each program. (189 references) (EJS)
ERIC No.: ED332331

Leadership Behaviors of Successful Vocational Education Administrators

Author: Finch, Curtis R.; and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Mar 1991
Note: 119p.; For a related document, see ED 325 645.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-097: $6.25).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: The first part of this study examines a model designed by Moss and Liang (1990) to identify the attributes of successful vocational administrators. To follow-up on this research, the authors asked State-level administrators in seven States to nominate successful administrators. They interviewed each of these nominees as well as two instructors who worked for each one. The authors analyze the information from these interviews and discuss leadership behaviors in relation to the following seven attribute clusters: physical, intellectual, personal, ethical, human relations, management, and cognitive. (31 references) (YLB)
ERIC No.: ED330798

School Climate Resource Document; Resources, Strategies, and Programs for Low-Achieving Students

Author: Smey-Richman, Barbara; Barkley, William W.
Corporate Source: Research for Better Schools, Inc., Philadelphia, PA.
Publication Date: Nov 1990
Note: 133p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Policymakers, Practitioners
Abstract: This document uses Tagiuri's school climate factors (1968) to study elementary and secondary schools and how they affect low achievers. The authors examine clear goals and core values, expectations for academic success, order and discipline, student-school relationships, professional staff relationships, and parent-school relationships. They also discuss reasons for school restructuring and explore five categories of restructuring: (1) decentralizing authority through school-based management and parental choice; (2) developing new roles and relationships for teachers; (3) creating accountability systems; (4) changing curriculum content and process; and (5) developing school-community partnerships. There are descriptions of programs that are beneficial for low-achieving students. (295 references) (CLA)
ERIC No.: ED331126

Organizing the Educational System for Excellence: Harnessing the Energy of People

Author: Duttweiler, Patricia Cloud; Mutchler, Sue Ellen
Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: 1990
Note: 166p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $22.40 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: This document is about the two most prevalent restructuring strategies--school-based management and shared decision making. Section 1 presents the rationale for restructuring. Section 2 discusses school-based management and presents the strategy in three parts: increasing teacher expertise, increasing parent involvement, and increasing school effectiveness and student academic outcomes. The third section identifies the barriers to changing traditional behavior and the training needed. Section 4 recommends that school sites and districts transform their authority structures; that school systems develop a system-wide culture supporting collegiality and provide professional development; and that the entire educational system commit to shared decision making. (131 references) (MLH)
ERIC No.: ED331121

Teacher Involvement in Curriculum Development

Author: Bowers, Bruce
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR; National Association of Elementary School Principals, Alexandria, VA.
Publication Date: 1991
Note: 5p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50; quantity discounts).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The author summarizes four recent journal articles and one meeting paper on teacher involvement in curriculum development. The materials covered include: "Motivating Teacher Involvement in Professional Growth Activities" by Ruth Wright; "Teacher Participation in Curriculum Development" by Jean Young; and "Curriculum Change from the Grass Roots" by David Martin and Philip Saif. Wright concluded that the most powerful motivators for teachers are intrinsic; Young found that teachers who were involved in their schools' curriculum planning were also the most dedicated. Preparation for a long-term process and principal support were other factors that made teacher-influenced curriculum development successful. (LMI)
ERIC No.: ED331153

Education in the Middle Grades: Overview of National Practices and Trends. Report Number 45

Author: Epstein, Joyce L.; Mac Iver, Douglas J.
Corporate Source: Center for Research on Elementary and Middle Schools, Baltimore, MD.
Publication Date: Feb 1990
Note: 93p.; Some light print in appendixes may not reproduce adequately in paper copy.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: In spring 1988, the Johns Hopkins Center for Research on Elementary and Middle Schools conducted a national survey of principals in 2,400 public, middle grade schools that include grade seven. This document presents this data in an

overview of educational approaches and practices in schools that serve early adolescents. Topics examined include: (1) grade span; (2) size; (3) grouping; (4) number of teachers per students; (5) changing classmates; (6) homeroom and advisory periods; (7) guidance counselors; (8) teams of teachers; (9) curriculum; (10) instruction; (11) goals for students; (12) transitions and articulation practices; (13) remediation; (14) report card entries; (15) teacher certification; and (16) teacher talents. This document also summarizes the principals' overall evaluation of present practices. (50 references) (CLA)
ERIC No.: ED330082

Education Finance in the 1990s

Author: Augenblick, John; and Others
Corporate Source: Education Commission of the States, Denver, CO.
Publication Date: Nov 1990
Note: 87p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock Number SF-90-2; $9.50 plus $1.75 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: Over the past 2 years, many States have been debating the fairness and/or constitutionality of their school financing systems because of changing demographics and finances, a decade of reform calling for improvements, and successful challenges to the constitutionality of school finance statutes in several States. School finance reforms will increase as litigation focuses on inequities across school districts in particular States and the lack of sufficient funds to provide high-quality education services. Appendixes summarize school finance cases and outline studies of State school finances. (21 references) (MLH)
ERIC No.: ED330098

Restructuring: A New Agenda for Schools. A National Perspective. Policy Briefs Number 4

Author: Fennimore, Todd
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: 1990
Note: 8p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The meaning of "restructuring" varies according to the group that is using it. National political leaders often use the term to refer to public school choice, but at State and district levels, restructuring often means pushing decision making to the local level. Leaders in teachers' unions call restructuring a tool for empowerment, and the business community uses the term to describe more active partnerships between businesses and schools. This report includes brief summaries of regional action and agendas from seven States (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) as well as a guest commentary. (19 references) (EJS)
ERIC No.: ED330093

Evaluating Principals. ERIC Digest Series Number 60

Author: Peterson, David
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-91-2
Availability: ERIC CLearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Although principals are essential to their schools' effectiveness, they often receive only perfunctory evaluation. This digest highlights the issues surrounding the evaluation of principals. The author discusses the reasons for principal evaluation, the initial steps in designing evaluation systems, the methods and sources of evaluation, and models of principal evaluation from two school systems in North Carolina and Oregon. He also discusses common problems including confusion about the purpose, formation, and application of evaluation criteria. (11 references) (LMI)
ERIC No.: ED330064

Eight Barriers to Changing Traditional Behavior: Part One. Insights on Educational Policy and Practice, Number 18

Author: Mutchler, Sue E.
Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: Mar 1990
Note: 6p. For Part Two, see EA 022 772.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Implementing the shared decision making of school-based management requires fundamental changes in traditional behavior. To restructure systemic authority and decision-making arrangements there must be changes in deeply held beliefs and development of new roles and relationships. A recent survey of educational practitioners identified eight major barriers to change. They include: (1) fear of taking risks and losing power; (2) resistance to changing roles and responsibilities; and (3) lack of definition and clarity. (LMI)
ERIC No.: ED330058

Recommendations for Implementing School-Based Management/Shared Decision Making. Insights on Educational Policy and Practice, Number 21

Author: Duttweiler, Patricia Cloud
Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: Jul 1990
Note: 6p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The author recommends methods for implementing school-based management and shared decision making. Based on a literature review and the experiences of educational practitioners, she offers four recommendations that include: transforming authority at district and school site levels; developing a system-wide collegial culture; providing professional development at all levels; and committing to participative decision making. She concludes that implementing school-based management requires fundamental changes in traditional behavior and the development of new roles and relationships that empower and build commitment among school and district staff, parents, and the community. (LMI)
ERIC No.: ED330061

Developing an Educational Indicators System for School Improvement in Arkansas; Proceedings of an Invitational Seminar

Author: Pollard, Joyce S.; And Others
Corporate Source: Southwest Educational Development Laboratory, Austin, Tex.
Publication Date: Oct 1990
Note: 72p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Practitioners, Policymakers
Abstract: In 1989 the Arkansas legislation passed an act mandating the Arkansas Office of Accountability to publish annual reports on school performance. To prepare for this task, educators held a seminar on educational effectiveness indicators. Advice, counsel, and exemplars from that seminar are presented in five parts: indicators (definitions and discussion); effects of using indicators; data collection; three actual State indicator systems; and the process for implementing an indicator system in Arkansas. Appendixes include Arkansas legislation and a participants' worksheet comparing State board of education goals and accountability seminar goals. (8 references) (EJS)
ERIC No.: ED329002

Harnessing the Energy of People To Improve Schools. Insights on Educational Policy and Practice Series, Special Combined Issue

Author: Duttweiler, Patricia Cloud; Mutchler, Sue E.
Corporate Source: Southwest Educational Development Laboratory, Austin, Tex.
Publication Date: 1990
Note: 15p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This document discusses delegation of authority to the school site and distribution of authority among site participants as critical issues in the implementation of school-based management. It also reviews the importance and benefits of shared decision making and examines eight major barriers to changing traditional behavior identified in a 1989 Southwest Educational Development Laboratory survey of educational practitioners. The document contains recommendations regarding the transformation of authority in school sites and districts; the development of a system wide culture supportive of norms of collegiality and collaboration; professional development; and commitment to shared decision making. (17 references) (CLA)
ERIC No.: ED329021

Improving Information Dissemination Impact on Districts and Schools. Knowledge Brief Number 5

Author: Mills, Stephen R.
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, Calif.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Policymakers
Abstract: This report describes problems with information dissemination and proposed solutions under the headings of planning, targeting, timing, content, format, and marketing. Findings suggest that the chief determinants of information use are organizational readiness, information sufficiency, and change incentives. The relationship between incentives and information use reveals "compliance" as the most powerful incentive for document use followed by "leverage," "support," and "hot issue." The report concludes that organizations disseminating information must do more than provide generalized recommendations. School personnel must have essential and specific guidance and assistance to help them to prepare, plan, implement, and manage change. (MLF)
ERIC No.: ED328997

Professional Development Resource Book for School Principals

Author: Leak, Lawrence E.; And Others
Corporate Source: Maryland University, College Park. Department of Education Policy, Planning, and Administration.; Maryland University, College Park. Maryland LEAD Center.
Publication Date: 1990
Note: 252p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $34.32 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This document provides a reference listing of resources for principals. The chapters organize information around 10 behavioral skills: interpersonal and human relations; instructional supervision; staff development; planning and goal setting; problem analysis; decision making; communication; coordination; conflict management; and stress management. Each chapter identifies selected programs, print resources, media resources, and potential consultants. The appendixes include descriptions for the ten skill areas and a format for developing an individualized professional development plan, information on the vendors cited and associations that serve the professional development needs of principals, and contact information for the educational projects currently funded by the Federal government. (MLF)
ERIC No.: ED328961

The Superintendency and School Leadership. The National Center for School Leadership Project Report

Author: Crowson, Robert L.; Morris, Van Cleve
Corporate Source: Illinois University, Urbana. Beckman Institute for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
Publication Date: 1990
Note: 77p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, National Center for School Leadership, University of Illinois at Urbana-Champaign, 3325 Beckman, 405 North Mathews, Urbana, IL 61801 ($10.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: Current school restructuring experiments are likely to result in more balanced local education systems characterized by decentralized and centralized control. This exploratory study based on agency theory describes the potential leadership contributions of school district superintendents in a balanced system. Interviews with ten predominantly male elementary school superintendents and observation of five superintendents indicate that the allocation of responsibility for risk, understanding of the system as a whole, and integration of school district and community norms and values are important leadership contributions. (40 references) (LMI)
ERIC No.: ED328945

Restructuring Schools: Educators Adapt to a Changing World. Trends and Issues Series, Number 6. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management

Author: Conley, David T.
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Publication Date: Feb 1991
Note: 57p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.00 prepaid; $2.50 postage and handling on billed orders).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This document discusses renewal, reform, and restructuring as three levels of effort toward change in schools. It offers brief representative definitions of restructuring and examines a continuum of support for fundamental change in education. Following several categorization schemes for restructuring efforts, the document groups restructuring activities into three broad categories. The paper describes three possible scenarios for the future of public education: continued mediocrity; incremental change and improvement; or restructuring. Appendixes include sources of further information. (128 references) (CLA)
ERIC No.: ED328954

Schools as Learning Communities. Video Conference 5. Restructuring To Promote Learning in America's Schools, A Guidebook

Author: Tinzmann, Margaret Banker; And Others
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
Publication Date: 1990
Note: 65p.; For other guidebooks in this 9-volume series, see EA 022 574-582.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: PBS Video, 1320 Braddock Place, Alexandria, VA 22314 and North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Practitioners
Abstract: This guide book describes ways in which schools and communities collaborate to create a learning community. Extended school and community roles include enrichment of the learning environment, coordination of a learning support network, and expansion of the community of learners. The document includes pre- and post-conference activities, a program evaluation, essays and school-based activities, information about other video conferences, information on course credit, a list of supplementary materials, a list of organizations to contact for videos, and a list of nine regional resources. Biographical information is supplied on the conference presenters. (37 references) (LMI)
ERIC No.: ED327933

"School Culture," Student Ethnicity, and Motivation. Project Report

Author: Fyans, Leslie J., Junior; Maehr, Martin L.
Corporate Source: Illinois University, Urbana. Beckman Institute for Advanced Science and Technology.; National Center for School Leadership, Urbana, IL.
Publication Date: 1990
Note: 34p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, National Center for School Leadership, 1208 West Springfield, Room 208, Urbana, IL 61801 (Order Number PR-C001; $8.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: The present paper advances research on learning setting's "psychological environment" one step further than previously. An extensive study of school achievement involving over 16,000 students in 820 Illinois schools was conducted. Results showed that school culture was more important for minority than white students and that one school

environment may not fit all equally well. Whereas a stress on accomplishment is likely to be important to whites, Asian students seem especially susceptible to isolation. If these results are valid, educators must create different school cultures within the same general school context. (21 references) (Author/MLH)
ERIC No.: ED327947

Making Schools More Effective: Indicators for Improvement

Author: Shann, Mary H.
Corporate Source: Boston University, Massachusetts School of Education.
Publication Date: Sep 1990
Note: 488p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.40/Paper Copy $62.40 Plus Postage.
Abstract: This study assessed the effectiveness of four urban public schools serving 1,600 mostly low-income, minority students. The study resulted in the creation and validation of indicators that schools can use to assess their climates, set policies for reform, and choose strategies based on research. An important contribution of the study was the development of a measure of higher order thinking and problem solving for students in grades 4 through 8, the Test of Problem Solving (TOPS). Fifty-six tables and 8 figures present the study data. Four appendixes contain instruments used including the TOPS. (208 references) (SLD)
ERIC No.: ED327559

Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change. The School Improvement Leader. Four Perspectives on Change in Schools

Author: Eiseman, Jeffrey W.; And Others
Corporate Source: Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Publication Date: 1990
Note: 44p.; For other reports in this series, see ED 304 783 and ED 320 191.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Regional Laboratory for Educational Improvement of the Northeast & Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810 (Stock Number 9704; $10.00 plus $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This training module for school leaders examines the process of the implementation and institutionalization of change. Based on a combination of theory and practice, five activities are conducted at two levels: an awareness level to introduce concepts and an action level for more experienced participants. Activity modules include indicators of institutionalization, assessing readiness for institutionalization, identification of supportive and constraining factors, institutionalization dilemmas, and development of institutional plans. Appendixes include handouts and overhead masters, evaluation forms, trainer instructions, and worksheets. (LMI)
ERIC No.: ED326965

Redefining Teacher Work Roles: Prospects and Possibilities. Policy Briefs, Number Thirteen

Author: Koppich, Julia E.; And Others
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: School reform efforts may prove ephemeral without changes in the teaching occupation. Experiments in changing teacher work roles fall into three types: (1) career ladder programs; (2) shared decision-making; and (3) altered school organizational structures. Some schools incorporate multiple reforms as there is no one correct strategy. Of critical importance are targeting reforms at problem areas, considering the amount of responsibility teachers are willing to accept, the principal's role, and labor reconfiguration. Bureaucratic inertia can be a significant barrier; however, legislative action can serve as a catalyst for change and break many obstacles. (EJS)
ERIC No.: ED326930

Local Control of Schools: Is Local Governance a Viable Option? Policy Issues

Author: Faber, Charles F.
Corporate Source: Appalachia Educational Laboratory, Policy and Planning Center, Charleston, WV; Kentucky University, Policy Analysis Center for Kentucky Education, Lexington, KY.
Publication Date: Aug 1990
Note: 60p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This report reviews the historical and current balance among the Federal, state, and local levels in the control of education, with a focus on effective schools research and the management of change. It describes five policy instruments: mandates, inducements, capacity-building, system-changing, and leadership. It presents a conceptual framework for policymaking and implementation of public education involving national, state, and local levels, followed by a discussion of school-based management as a tool for decentralization. This report reviews successful school-based management programs and offers implications for policymakers at the Federal, state, and local levels. (79 references) (LMI)
ERIC No.: ED325949

Excellence in Education: Blue Ribbon Schools Program. Schools Recognized 1982-83 through 1989-90

Author: Crossley, Kathy, Compiler.
Corporate Source: Office of Educational Research and Improvement (ED), Programs for the Improvement of Practice, Washington, DC.
Publication Date: Sep 1990
Note: 52p.
Report Number: PIP-90-861
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This brochure lists effective public and private schools selected for recognition by the Secondary School Recognition Program and the Elementary School Recognition Program for 1982-1983 through 1989-1990. Criteria for selection are concerned with organization, leadership, curriculum, instruction, student achievement, character development, school climate, community involvement, initiatives for educational quality, and philosophy and goals. Individual schools are listed by state and year of participation. (LMI)
ERIC No.: ED325969

Exemplary Urban Career-Oriented Secondary School Programs. Revised

Author: Mitchell, Vernay; and Others
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Sep 1990
Note: 259p.; Revised version of ED 312 502.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Council for Research in Vocational Education Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order Number MDS-012: $9.50).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This study documents the key factors in the success of 12 urban high schools that prepare students for specific occupational fields as well as for college entrance. The research yielded 10 factors that may be associated with the success of the schools: (1) a safe and orderly environment conducive to teaching; (2) a businesslike attitude of teachers and students; (3) a warm and caring school climate; (4) an admissions process that makes students feel special--based on student interest in the career specialty, not solely on test scores; (5) a dual mission to prepare students for an occupation and for college; (6) high expectations for all students to succeed accompanied by attempts to minimize grouping students by ability; (7) a curriculum organized around an industry or a discrete set of subjects; (8) the integration of theory and practice in the courses of instruction; (9) strong linkages with business and industry and sometimes with local institutions of higher education; and (10) leadership in the office of the principal that is inspiring, sensitive, and firm. These schools are not much more costly than regular schools and are much more effective in their urban neighborhoods than other schools. (The report includes the case studies, interview guide and case study outline, and delivery system specifications used for the cost comparisons.) (KC)
ERIC No.: ED325623

Restructuring America's Schools. Policy Issues

Author: Murphy, Joseph
Corporate Source: Appalachia Educational Laboratory, Policy and Planning Center, Charleston, WV; National Center for Educational Leadership, Nashville, TN.
Publication Date: Aug 1990
Note: 40p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This publication summarizes the school restructuring movement and outlines implementation strategies. The underlying principles of restructuring are included in four broad strategies: school-based management, teacher empowerment, voice/choice, and teaching for understanding. New responsibilities for state policymakers include taking a leadership role in interacting with educational stakeholders, supporting restructuring principles, and setting accountability standards. The author concludes that state policy actors' primary responsibilities are policy formation and evaluation, which leaves process and implementation to local participants. (59 references) (LMI)
ERIC No.: ED325946

A Process for Examining the Effects of State Policy on School Restructuring Efforts

Author: Bray, Judy
Corporate Source: Education Commission of the States, Denver, CO; Southeastern Educational Improvement Laboratory, Research Triangle Park, NC.
Publication Date: 1990
Note: 74p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ECS-08-020
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This report examines the effects of state policy on school restructuring efforts. It reviews restructuring concepts, a process to determine state policy effects on school restructuring, and application of this process to applied learning in six southern states. Findings indicate that different starting points influence the ways in which schools attempt to restructure, and that combinations of some laws may hinder active learning. However, most state policies tend to permit restructuring if district support for individual school efforts exists. The report offers recommendations for the development of coherent goals, emphasis on successes, and publicizing the intent and flexibility of state policies, especially those providing incentives for innovation. Appendixes include examples of restructuring efforts and information about state legislation. (LMI)
ERIC No.: ED325970

Emerging Issues in State-Level School Finance. ERIC Digest Series Number EA 56

Author: McGuire, Kent
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.
Publication Date: 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-90-10
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest discusses the State's role in educational funding. The school finance system debate has been stimulated by property tax issues, changing demographic and economic conditions, emphasis on qualitative improvement, and school restructuring. Implications for local administrators include increased accountability for equal distribution of quality teachers, facilities, and materials within districts, and aggressive participation to inform policy makers. (LMI)
ERIC No.: ED324777

Achieving School Improvement through School District Restructuring. Report Number 10

Author: Gottfredson, Gary D.; Gottfredson, Denise C.
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Aug 1990
Note: 41p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This report describes the application of rational methods to improve student outcomes in a school district. It addresses issues in school reform development and describes a restructuring program implemented in the Charleston County (South Carolina) School District to reduce grade retention and the dropout rate. The program was evaluated by demographic and test score data, interviews with a cross-section of school district staff, and application of the Program Development Evaluation (PDE). The report summarizes recent applications of system development methods to the dropout problem. (23 references) (LMI)
ERIC No.: ED324816

School Improvement Network 1990 Directory

Author: Butler, Jocelyn A.; Batey, Anne
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR. School Improvement Program.
Publication Date: Sep 1990
Note: 210p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Northwest Regional Educational Laboratory, 101 SW Main Street, Suite 500, Portland, OR 97204 ($12.50 prepaid, includes 4th-class postage).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $28.08 Plus Postage.
Target Audience: Practitioners
Abstract: This directory contains information about schools that are working to improve student performance through the school-based management process "Onward to Excellence." More than 600 schools were sent questionnaires asking for detailed information about activities using "Onward to Excellence" and about results of that work. This directory features data collected from 293 schools, including information from 162 elementary schools, 56 middle/junior high schools, 44 high schools, and 31 schools serving multiple levels of students. It includes three indexes: (1) the list of practice clusters from "Effective Schooling Practices: A Research Synthesis"; (2) a chart noting which schools selected which practice clusters in creating their prescriptions for improvement; and (3) goals selected by schools in the areas of student academic achievement, student attitude, and student behavior. (MLF)
ERIC No.: ED324802

The Learning Environment. The Best of ERIC on Educational Management Number 104

Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.
Publication Date: Oct 1990
Note: 5p.; Portions printed on colored paper may reproduce poorly.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This document presents annotations of 10 publications on the learning environment: "School Is for Teachers: Enhancing the School Environment," "The Copernican Plan: Restructuring the American High School," "Creating Effective Learning Environments for Disadvantaged Learners: Implications for the Design of Educational Programs," "The Ecology of School Improvement," "A Guide for Dropout Prevention: Creating an Integrated Learning Environment in Secondary Schools," "Student Motivation," "Expecting Miracles: How to Develop a Learning Consciousness in High School Classrooms," "Instructional Practices for Middle Grade Students: Developing Self-Directed Learners," "Instructional Practices in the Middle Grades: National Variations and Effects," and "Cause-Related Impediments to Effective Study Practices." (LMI)
ERIC No.: ED323598

Promising Practices in Major Academic Subjects in the Middle Grades. Report Number 4

Author: Epstein, Joyce L.; Salinas, Karen Clark
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: May 1990
Note: 89p.
Sponsoring Agency: Edna McConnell Clark Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Teachers, Administrators, Practitioners
Abstract: This literature review identifies 80 programs as having promising components for middle grades educators. Section I discusses issues underlying the identification of such programs and common components of promising programs. Topics include high content, definition of disadvantaged students, prevention and treatment, and common components of recognition programs, including Chapter 1 and National Diffusion Network programs. Section II provides examples of promising programs and their components in the areas of mathematics, reading, writing and language arts, thinking skills, science, social studies, and combined components. The report provides information useful to educators who are involved in program and staff development and evaluation or are making decisions about goals for students, gathering information on promising programs, or reviewing materials, costs, and evidence about effects. A directory of 77 programs is appended. (49 references). (RH)
ERIC No.: ED324121

How Equal Are Opportunities for Learning in Disadvantaged and Advantaged Middle Grades Schools? Report Number 7

Author: Mac Iver, Douglas J.; Epstein, Joyce L.
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Jul 1990
Note: 34p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: Data from a national survey of principals in public schools with a 7th grade were used in this study of schools that serve disadvantaged, advantaged, and other populations. The survey studied differences in the schools' course-taking opportunities, organizational structures, extracurricular programs, remedial activities, instructional approaches, staffing needs, and use of responsive practices as well as effects of middle grades practices on course-taking opportunities. Findings indicate that schools that serve disadvantaged young adolescents are as likely as other schools to offer students substantial instruction in basic academic subjects, but are less likely to offer extensive remedial programs, advanced courses, or instructional methods that promote active or higher-order learning. (Author/RH)
ERIC No.: ED324123

Alternatives to School District Consolidation

Author: Berliner, Bethann
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: 1990
Note: 9p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: Consolidation is both a solution for small, rural school districts and a policy fraught with numerous difficulties. Socioeconomic status, English proficiency, and cultural factors are major indicators of student achievement, not school size and geographic location. There is no evidence that students educated in rural settings underachieve or have deficient social skills despite limited curricula. This report explores alternative solutions, including interdistrict sharing, partial reorganizations, and extradistrict cooperation. (12 references) (MLH)
ERIC No.: ED322612

The Principal's Role in Shaping School Culture. Research in Brief

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Mar 1990
Note: 4p.
Report Number: IS-90-988
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: The authors review "Principal's Role in Shaping School Culture," by Terrence Deal and Kent Peterson. The book defines school culture and discusses and compares principals' strategies for school improvement. Tactics for building school culture include: developing a vision of what the school should be; selecting staff with corresponding values; confronting conflict; incorporating values in routines; and promoting culturally reinforcing practices. Five case studies. (LMI)
ERIC No.: ED322618

Restructuring Schools for Young Adolescents. Issues in Education

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Aug 1990
Note: 4p.
Report Number: OERI-AS-90-002
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: Students cite tardiness, absenteeism, and class disruption as serious problems. Teachers say that 20 percent of sampled eighth graders are inattentive; 47 percent of the students said they are bored at least half the time. The report argues that fundamental restructuring is needed to transform schools into "communities for learning" that foster intellectual development, offer students meaningful relationships with adults, and maintain an environment where they feel engaged with their schoolwork. (3 references) (MLH)
ERIC No.: ED322649

Sharing Educational Success: All Kids Can Be Winners. Report on the December 1989 Regional Conference Sponsored by the Southeastern Educational Improvement Laboratory

Corporate Source: Southeastern Educational Improvement Laboratory, Research Triangle Park, NC.
Publication Date: 1990
Note: 48p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Southeastern Educational Improvement Laboratory, P.O. Box 12748, 200 Park Offices, Suite 200, Research Triangle Park, NC 27709.
Availability: EDRS Price - Microfiche $.86/Paper Copy $4.06 Plus Postage.
Abstract: Summarizes talks from a 3-day conference on the potential of all students to succeed in school. Speakers discuss school-based child care, parent education and involvement, family literacy, impaired school districts, school-based enterprise, dropout prevention, and writing programs for kids at risk. Other topics include two-way communications between citizens and schools, and cooperative learning systems that reward all students for their peers' success. (DHP)
ERIC No.: ED323057

At-Risk Students and School Restructuring

Note: see ED335425 pg. 106

Napa County Business/Education Partnership: A Regional Planning Model for Career-Vocational Education

Author: Carey, Diana and Others
Corporate Source: Napa Valley College, Napa, CA.
Publication Date: 30 Jun 1991
Note: 126p.
Sponsoring Agency: California Community Colleges, Sacramento, CA. Office of the Chancellor; Department of Education, Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $19.20 Plus Postage.
Target Audience: Policymakers
Abstract: This report describes the efforts of Napa Valley College, the Napa Valley Unified School District, and the County Office of Education to involve educators and business representatives in the development of a regional planning process for career-vocational education. Part I describes the final organizational model for the Napa County Business/Education Partnership (NCBEP) project, including information on the functions and membership of the executive, steering, needs assessment, planning and development, and student services committees, and the Regional Subject Area Advisory Committee for Business Education. Part II details the model development process. This section also discusses the impact of the state budget crisis. Part III discusses the relationship of NCBEP to the goals of the California Plan for Career-Vocational Education. Part IV summarizes interim and final evaluation findings and finally, Part V offers recommendations for the model's replication. Appendixes provide the employer needs assessment report and survey instrument; subcommittee report summaries; and the evaluation survey instrument. (PAA)
ERIC No.: ED335069

Student Cooperative Training Units. Business Partnerships Replication Guide

Author: Wheeles, Rebecca
Corporate Source: North Clackamas School District 12, Milwaukie, OR.
Publication Date: Jun 1991
Note: 19p.; For a related final report, see CE 058 253.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners
Abstract: This guide describes a program that links the high technology, vocational-technical education of secondary youth with the private sector. Due to local labor shortages, the program included three clusters: advanced information systems; graphic technology; and health occupations. Implementation or replication of a demonstration project is successful when the skills and support needed for project implementation are present. In addition, successful program management involves cooperative partnerships between education and training organizations and business/industry. (NLA)
ERIC No.: ED333197

The School-to-Work Connection

Corporate Source: Department of Education, Washington, DC.; Department of Labor, Washington, D.C.
Publication Date: May 1990
Note: 17p.; Report of the proceedings of the National Conference on "The Quality Connection: Linking Education and Work" (Washington, DC, May 15-17, 1990).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This document reports the proceedings of a national conference of government, business, and educational executives on the school-to-work connection. The proceedings provide short summaries of the following speeches: "America Faces a Work Force Crisis" (Elizabeth Dole); "The Role of Business...Is Critical" (Lauro F. Cavazos); "The Need to Link Business and Education" (Steve Gunderson, Dale Parnell, Carroll Campbell); "Facts and Issues" (Marc Tucker, Al Shanker, Ivan Charner); "Seeking Common Ground" (Sue E. Berryman, Frank Doyle, Gerald Hayward, Joshua Smith, James Kadamus); "Formulas for Success" (Kenneth Smith, Larry Brown, Tom Johnson, Gabriel Cortina); and "Ideas and Solutions" (workshop wrap-up). (KC)
ERIC No.: ED327675

Educational Partnerships Program: Analysis of Project Characteristics

Author: Danzberger, Jacqueline P.
Corporate Source: Institute for Educational Leadership, Washington, DC.
Publication Date: Dec 1990
Note: 124p.; One of four commissioned reports on educational partnerships; for the other reports see TM 016 066-069.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $15.60 Plus Postage.
Abstract: This analysis describes 18 projects funded through OERI's Educational Partnerships Program (EPP), which supports alliances between public schools and/or higher education and the private sector to encourage excellence in education. The paper provides descriptions of each project, including funding data, target student population, and project focus; evaluation plans; major categories of common project elements such as use/development of technology, staff development, and tutorial and mentorship activities; descriptions of partnership structures; and suggestions for common questions across the projects in terms of development and operation of the partnerships, project activities, and project results. (RLC)
ERIC No.: ED325534

Educational Partnerships in California: A Survey of the California Educational Partnership Consortium

Author: Guthrie, Larry F. and Others
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: May 1989
Note: 31p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $4.06 Plus Postage.
Abstract: This report presents information on state partnerships, the types of services they provide, and characteristics of exemplary programs. The authors identify more than 3,400 partnerships between schools and the private sector, most of which were concentrated in the Los Angeles and San Francisco areas. The most frequently reported partnerships were Adopt-a-School programs. Most exemplary programs focus on career and academic improvement. (LMI)
ERIC No.: ED322610

Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools

Author: Benson, Peter; McMillen, Marilyn Miles
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Feb 1991
Note: 172p.
Report Number: NCES-91-054
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $22.40 Plus Postage.
Abstract: The authors draw a statistical portrait of U.S. private schools using national data available to the National Center for Education Statistics. The authors synthesize the data on private school students, teachers, and staff. They also discuss curriculum, resources, and student outcomes and review national data on parental choice. In 1985-86, private elementary and secondary schools accounted for about 25 percent of all schools, 12 to 13 percent of all students, and 14 percent of all teachers. Eight of 10 private schools had a religious orientation. Thirty-six percent of these schools were Catholic, and they enrolled about 60 percent of all private school students. (SLD)
ERIC No.: ED331847

Comparisons of Public and Private Schools, 1987-88. Schools and Staffing Survey, 1987-88. E.D. Tabs

Author: Ancarrow, Janice S.; Gerald, Elizabeth
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jul 1990
Note: 72p.
Report Number: NCES-90-075
Availability: EDRS Price - Microfiche $.86/Paper Copy $6.09 Plus Postage.
Abstract: This report on public and private schools presents data on various topics, including enrollment, program emphasis, 1986-87 graduates as a percentage of 1986 seniors, Chapter 1 services, and the free lunch program. National estimates are provided for all data; state estimates are available in some categories. The information was collected by the U.S. Bureau of the Census, using questionnaires developed by the U.S. Department of Education. (JD)
ERIC No.: ED323196

Authentic Reading Assessment. ERIC Digest

Author: Dutcher, Peggy
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-5
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report examines authentic reading assessment and focuses on its implementation within the Michigan Essential Skills Reading Test (MESRT). Authentic reading assessment emerged as a response to research that indicates that reading is not a particular skill but an interaction among reader, text, and the context of the reading situation. The MESRT uses intact, full-length stories and subject-area reading selections taken from real life materials and three types of constructing-meaning items and self-report items that assess student knowledge about illustrations or organization of specific texts and assess students' interest in and feelings about specific reading selections. (TJH)
ERIC No.: ED328607

When in the Course of a Longitudinal Study: Different Questions and Surprising Answers. Technical Report Number 534

Author: Meyer, Linda A.
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA; Illinois University, Urbana. Center for the Study of Reading.
Publication Date: Jul 1991
Note: 46p.; Research also supported by gifts from the Houghton-Mifflin and Silver Burdett and Ginn publishing companies.
Sponsoring Agency: National Science Foundation, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Three school districts with fairly stable student populations, reputations for overall high student achievement, and a willingness to commit fully to the 6-year project, participated in this study. The study found that: (1) the length of the school day did not predict kindergarten children's achievement; (2) individual teachers' behaviors were quite stable from morning to afternoon and from year to year; (3) whole-class reading instruction produced the greatest gains in student achievement in reading; (4) teachers' instructional practices mediated children's performance on criterion-referenced measures; and (5) elementary-grade science textbooks were quite considerate to students. (62 references) (Author/RS)
ERIC No.: ED333352

Performance Assessment: What's Out There and How Useful Is It Really?

Author: Arter, Judy
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR. Test Center.
Publication Date: Apr 1991
Note: 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Selection criteria table (10 pages) contains very small type.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This report addresses alternative assessment devices, particularly performance assessments. The author urges users to learn about published alternative assessment tools and developers of local and classroom assessments. Performance and other alternative assessments must be integrated into large-scale assessments, and the public must become educated about the information offered. The report includes annotated bibliographies of 117 articles about alternative assessment in: (1) mathematics; (2) reading; and (3) portfolios. Charts summarize assessment instruments, anthologies, achievement tests in speaking and listening, and educational agencies interested in alternative assessment. There are also tabular summarizes of criteria for selecting and reviewing assessment tools in speaking and learning. (SLD)
ERIC No.: ED333051

Testing and Assessment. Special Collection Number 1

Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 56p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Teachers, Students, Administrators, Researchers, Parents, Practitioners
Abstract: These eight digests and four FAST (Focused Access to Selected Topics) bibliographies focus on testing and assessment in reading, writing, listening, and speaking. This material is designed for teachers, students, administrators, researchers, policymakers, and parents. The digests are on the following topics: Testing Literature; Evaluating Student Writing; Adult Literacy Assessment; How Well Tests Measure Real Reading; Note-Taking; Large-Scale Writing Assessment; Dialogue Journals; and Assessing Listening and Speaking Skills. The bibliographies address strengthening test-taking and study strategies in reading; reading and writing assessment in middle and secondary schools; informal reading inventories; and reading assessment in elementary education. (RS)
ERIC No.: ED332165

The National Assessment of Educational Progress (NAEP). ERIC Digest

Author: Mullis, Ina V. S.
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-1
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest describes the organization of the National Assessment of Educational Progress (NAEP), a congressionally mandated project of the National Center for Education Statistics and a typical NAEP assessment. NAEP objectives for each assessment take the form of matrices for content and process areas. Students are selected through detailed sampling procedures. Data are collected by trained administrators. The assessment instruments, include multiple-choice and open-ended items. The results are presented in the Nation's Report Card which describes relationships between achievement and a variety of background characteristics. (SLD)
ERIC No.: ED328603

Measuring Aptitude. ERIC Digest

Author: Macklem, Gayle L.
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-7
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This paper examines aptitude tests in contrast to intelligence and achievement tests. Compared to achievement tests, aptitude tests often include items that measure specialized abilities that predict scholastic performance in educational programs and cover a broader area and a wider range of experiences. Research on the improvement of aptitude test scores is inconclusive, but it does indicate that effective training approaches involve the following: longitudinal, non-intrusive techniques; interaction of student abilities and training methods; practice and feedback; incorporation of other strengths of the student; and focus on aspects of intellectual aptitude that have been identified as trainable. (TJH)
ERIC No.: ED328608

Gender Bias and Fairness. ERIC Digest

Author: Childs, Ruth Axman
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-9
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This paper provides a brief introduction to the topic of gender bias and fairness in testing. A test is biased if men and women with the same ability levels tend to obtain different scores. Gender bias assessments are particularly important for aptitude and achievement tests. Gender fairness refers to the ways test results are used. Determining gender fairness requires examination of the organizational policies that determine how test results are used. (TJH)
ERIC No.: ED328610

Can Performance-Based Assessments Improve Urban Schooling? ERIC Digest Number 56

Author: Ascher, Carol
Corporate Source: ERIC Clearinghouse on Urban Education, New York, NY.
Publication Date: Jun 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-UD-90-6; ISSN-0889-8049
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This examination of performance-based assessment notes its advantages and describes types of performance-based assessments. While these methods appear to be reliable, they are expensive to score when compared to mechanically scored standardized tests. Moreover, performance-based tests may result in lower scores for low-income and minority students unless there are accompanying changes in teaching methods. Finally, the pressure for mandated performance-based testing could still result in narrowly focused teaching geared to the new assessment methods. (13 references) (FMW)
ERIC No.: ED327612

Adult Literacy Learner Assessment. ERIC Digest Number 103

Author: Imel, Susan
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-CE-90-103
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest presents the positive and negative characteristics of four major types of approaches to learner assessment: standardized testing, materials-based, competency-based, and participatory assessment. It offers guidelines for selecting assessment instruments and procedures, including assessment purpose; appropriateness of the instrument; instrument reliability, validity, and practicality; and congruence between instrument/approach and instruction. (YLB)
ERIC No.: ED325658

Evaluating Educational Programs. ERIC Digest Series Number EA 54

Author: Beswick, Richard
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.
Publication Date: 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-90-8
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: In this digest, readers are introduced to instructional program evaluation and evaluators' changing roles in school districts. The digest discusses alternative methods to standardized testing for measuring student attainment, such as standardized interviews; direct tests (reading and math demonstrations); and students' notes, art work, and other material. The job of program evaluator is expanding from technical to political and advisory roles. In some innovative programs at the research and development stage, evaluators help identify goals and develop implementation strategies. Evaluators also translate policy questions developed by school boards and legislators into the more precise questions of program evaluation. In this new role, evaluators help fashion innovative programs with readily measurable features and become effective partners at all stages of program development. (8 references). (MLH)
ERIC No.: ED324766

A Systems Approach to Educational Testing. Technical Report Number 2

Author: Frederiksen, John R.; Collins, Allan
Corporate Source: Center for Technology in Education, New York, NY.
Publication Date: Jan 1990
Note: 12p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This report discusses the validity of educational tests used as critical measures of educational outcomes within a dynamic system. It introduces the concept of systematically valid tests, which induce curricular and instructional changes in education systems and learning strategy changes in students that foster the development of the cognitive traits the tests are designed to measure. Two characteristics are analyzed that contribute to or detract from a testing system's systemic validity: (1) use of direct rather than indirect cognitive assessment; and (2) the degree of subjectivity or judgment required to assign a score to represent the cognitive skill. (29 references) (SLD)
ERIC No.: ED325484

The NAEP Guide: A Description of the Content and Methods of the 1990 and 1992 Assessments

Author: Mullis, Ina V.S.; And Others
Corporate Source: Educational Testing Service, Princeton, NJ; National Assessment of Educational Progress, Princeton, NJ.
Publication Date: Apr 1990
Note: 68p.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Report Number: NAEP-21-TR-01
Availability: National Assessment of Educational Progress (NAEP), Educational Testing Service, Rosedale Road, Princeton, NJ 08541.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: The National Assessment of Educational Progress (NAEP) is a survey of the educational achievement of American students and changes in their achievement across time. The NAEP has collected information for more than 20 years to assist educators and policymakers. This guide documents current NAEP methods for both State and national assessments and attempts to increase understanding of NAEP's philosophies and procedures. Among the information provided: trends and new assessments for 1990 and 1992; the size of the NAEP sample; how subject matter is determined; the nature of the assessment questions; bias against population groups in the NAEP; contextual background data available to help decisionmakers interpret the achievement results; sampling methods; how cooperation of schools is ensured; scoring problems; and analysis of results. (SLD)
ERIC No.: ED325504

Dialect Differences and Testing. ERIC Digest

Author: Wolfram, Walt
Corporate Source: ERIC Clearinghouse on Languages and Linguistics, Washington, DC.
Publication Date: Oct 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-FL-90-07
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest addresses questions about why lower class and minority group test takers score lower on standardized tests than their middle class Anglo counterparts. The questions focus on dialect, dialect differences, and bias with respect to dialect. (VWL)
ERIC No.: ED323813

At-Risk Students and School Restructuring

Author: Kershner, Keith M., Editor; Connolly, John A., Editor.
Corporate Source: Research for Better Schools, Inc., Philadelphia, PA.
Publication Date: 1991
Note: 129p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $19.20 Plus Postage.
Abstract: This collection of 16 reports asserts that at-risk students are best served by extensive modifications of schools, or "restructuring." Successful restructuring must include a comprehensive approach to changing the educational environment and have a critical impact on students and teachers, the largest of the school constituencies. Topics covered include the characteristics of at-risk students; criteria for school restructuring; how at-risk students learn; the role of teacher expectations; the need for caution in competency testing; the effects of educational reform on Hispanic-American students; and at-risk students in nonurban schools. The publication also discusses the role of state government; curriculum reform; the principal as leader; increasing parent involvement; building commitment among students and teachers; a view of the school as a place to work; and effective restructuring programs at the elementary and secondary levels. (FMW)
ERIC No.: ED335425

School Programs for African American Males. ERIC CUE Digest No. 72

Author: Ascher, Carol
Corporate Source: ERIC Clearinghouse on Urban Education, New York, NY
Publication Date: May 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: New educational programs are attempting to meet the needs of male African American students. These programs vary widely in approach, scope, content, and targeted age group, but they all focus on helping these students develop productive behaviors and values by bringing them into contact with African American male adults. Most of these programs stress: (1) appropriate male models/male bonding; (2) identity/self-esteem; (3) academic values and skills; (4) parents and community; (5) the transition to manhood; and (6) a safe haven. While early evaluations indicate some success, it is too early to determine the long-term effectiveness of these programs. (8 references) (FMW)
ERIC No.: ED334340

Identifying Schools for Program Improvement and Conducting a Local Annual Review

Corporate Source: Advanced Technology, Inc., Indianapolis, IN.
Publication Date: 1990
Note: 19p.; Materials presented at the U.S. Department of Education Chapter 1 Program Improvement Meetings--Regional Meeting (Detroit, MI, February 12-13, 1990).
Sponsoring Agency: Department of Education, Washington, DC.
Report Number: TAC-B-30
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This document presents information and forms that schools can use to conduct an annual local review of their Education Consolidation and Improvement Act Chapter 1 School Program as well as to identify programs needing improvement. It includes a summary of requirements for a review; an outline of school-level information to be included in the review; and a description of the annual review process. It also provides a description of the use of the mean NCE gain as a measure of aggregate performance and example of calculation of aggregate mean and median NCE scores. (FMW)
ERIC No.: ED325613

Alternative State Funding Allocation Methods for Local School District Programs to Serve "At-Risk" Students: "Project FAIR"

Author: Jordan, K. Forbis; and Others
Corporate Source: Arizona State University, Tempe. College of Education.
Publication Date: 30 Nov 1990
Note: 211p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $28.80 Plus Postage.
Abstract: Project "FAIR" evaluated alternative funding mechanisms for allocating State resources for at-risk youth. State policymakers should consider the following choices: (1) the target group; (2) service delivery systems; (3) expenditure per student; (4) participation standards; and (5) outcome measures. The authors conclude that: (1) programs are in an evolutionary stage; (2) social and economic costs demand immediate action; (3) a fiscally equalized approach may not assure that all eligible students receive adequate services; and (4) an "index of need" approach appears to be the best alternative for targeting resources on districts with the greatest need; and (5) local creativity should be encouraged. Statistical data are presented in 40 tables. (136 references) (FMW)
ERIC No.: ED334329

Coordination of Chapter 1 and Regular Programs

Corporate Source: Advanced Technology, Inc., Indianapolis, IN; Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.
Publication Date: 1990
Note: 19p.
Sponsoring Agency: Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
Report Number: TAC-B-33
Availability: Advanced Technology, Inc., 2601 Fortune Circle East, Suite 300A, Indianapolis, IN 46241.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This resource guide, which accompanies a 15-minute video, contains activities to help Chapter 1 programs coordinate instructional services so that all Chapter 1 students can succeed. The 1988 Chapter 1 law makes success in the regular program a major goal so all Chapter 1 programs must provide services that will directly help students in the regular classroom. This resource guide focuses on reading. Handouts guide discussion on: (1) defining success in the regular program; (2) advantages and disadvantages of pullout and in-class settings; (3) a common curriculum; (4) advantages and disadvantages of readiness, reinforcement, and other approaches; and (5) communication between Chapter 1 and classroom staff. (EVL)
ERIC No.: ED334286

Creating More Responsive Student Evaluation Systems for Disadvantaged Students. Report Number 15

Author: Natriello, Gary; and Others
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Apr 1991
Note: 18p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The authors examine the problems related to evaluating the performance of disadvantaged students including assignments that are overly routine, criteria that are unclear and narrow, standards that deny students the feeling of competence, testing that provides limited information, appraisals that limit teacher discretion, feedback that is too limited, and the absence of planning for improvement. A more responsive evaluation system for at-risk students would include: broad criteria tapping multiple abilities and non-academic domains; challenging, but attainable, standards; more efficient methods of collecting information; broader teacher participation; more detailed feedback; and new ways of presenting information to students. (59 references) (RLC)
ERIC No.: ED333042

Directory of Services: Federal Agencies and Non-Federal Organizations Providing Services to Migrant and Seasonal Farmworkers and Their Families

Corporate Source: Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Publication Date: Mar 1991
Note: 95p.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Abstract: This is a directory of services for migrant and seasonal farmworkers and their families. The entry for each program describes: (1) services provided; (2) statutory authority and regulations; (3) contact person; (4) Federal funding for fiscal year 1990 and 1991; (5) total estimated Federal funds; (6) agencies administering the program; (7) eligibility; and (8) publications and directories. The U.S. Department of Agriculture, the U.S. Department of Education, the U.S. Environmental Protection Agency, the U.S. Department of Health and Human Services, the U.S. Department of Justice, and the U.S. Department of Labor all serve this population. There is additional information in the appendixes. (KS)
ERIC No.: ED332856

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services, Volume 3: Child Abuse

Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR; Linn-Benton Education Services District, Albany, OR
Publication Date: 1991
Note: 66p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This report discusses physical and mental child abuse and neglect and explains the tasks facing schools: (1) identification; (2) communicating with the student about possible abuse; (3) reporting suspected abuse; (4) assisting the abused child in the school environment; (5) agency response to reports of suspected abuse; and (6) limitations in the prosecution of emotional abuse. A section on school prevention efforts discusses staff and student training and community awareness. There is a discussion of policy and procedure development that includes relevant questions to be addressed; information on encouraging collaboration with the State Children's Services and law enforcement agencies; and sample policies, procedures, and statements. (27 references) (CLA)
ERIC No.: ED332307

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services. Volume 4: Substance Abuse

Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR; Linn-Benton Education Services District, Albany, OR.
Publication Date: Jun 1991
Note: 64p.; For previous volumes in the series, see ED 330 5-6 and EA 2 889.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 prepaid; $2.50 postage and handling on billed orders).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Administrators, Policymakers, Practitioners
Abstract: Drug use follows a 6-stage continuum: no interest, interest, experimental use, regular use, harmful involvement, and dependency. Proper response to substance use requires a policy that considers the situation (five types are described), decision-making process, and documentation procedures. The authors discuss how school personnel in the classroom, building, and district level might respond to substance use. They discuss basic skills that will help ensure successful communication with students about substance abuse and delineate training components of substance abuse education and awareness for students, faculty, parents, and the community. There are also guidelines for policy and procedural development. (13 references) (EJS)
ERIC No.: ED332308

School-Linked Services--So That Schools Can Educate and Children Can Learn Part 1 . Insights on Educational Policy and Practice, Number 20

Author: Pollard, Joyce S.
Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: May 1990
Note: 6p. For Parts 2 and 3, see ED330062 and ED330063.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The author discusses the expanded role of schools in helping service providers assist at-risk students and their families. She reviews the debate over the broadening of the school's mission and describes the service delivery programs they are asked to accommodate. She finds that the programs that successfully link education, health, and human services are diverse and unique to the populations they serve. (LMI)
ERIC No.: ED330060

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services. Volume 1: Introduction and Resources

Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR; Linn-Benton Education Services District, Albany, OR.
Publication Date: Feb 1991
Note: 66p.; For Volume 2, see EA 2 563.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50 prepaid; $13.00 prepaid for two-volume set; $2.50 shipping and handling on billed orders).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: The "At-Risk Youth in Crisis" series was designed to promote inter-agency agreement on school procedures for managing crisis situations with at-risk students. Volume 1 of the Handbook explains the rationale for the Handbook, tells how it was developed, and guides school districts to adapting the Handbook to meet their own needs.

The second part presents a clear definition of school/agency responsibilities and helps educators to: establish realistic guidelines and improve school/agency relations, increase collaborative efforts, and enhance their sense of community. (Numerous references) (LMI)
ERIC No.: ED330025

Observational Study of Preschool Education and Care for Disadvantaged Children: Recommendations for Measuring Cognitive and Social-Emotional Outcomes among Chapter 1 Children

Author: Seppanen, Patricia S.; Love, John M.
Corporate Source: RMC Research Corporation, Hampton, N.H.
Publication Date: 15 Jul 1990
Note: 103p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Report Number: TAC-B-130
Availability: EDRS Price - Microfiche $1.15/Paper Copy $15.60 Plus Postage.
Target Audience: Researchers
Abstract: This paper presents recommendations about measures for assessing cognitive and social-emotional outcomes of children in Chapter One preschool and kindergarten programs. It treats the purpose and design of the study, critical issues related to cognitive and social-emotional outcomes, and measurement instruments. Appendixes contain a summary of outcome measures and instruments used in large-scale studies in early childhood and recent State and local studies, a preliminary screening of all candidate instruments, profiles of instruments that meet preliminary criteria, a summary of responses to interviews with Chapter 1 program staff, instructional approaches, and use of test instruments in Chapter 1 preschool programs. (RH)
ERIC No.: ED329344

Early Intervention for At-Risk Children in the North Central Region: A Comparative Analysis of Selected State Education Agencies' Policies

Author: Kunesh, Linda G.
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: 1990
Note: 130p.; For Executive Summary, see ED 321 875.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number ECE-901, $10.00).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: This policy study identified and examined early intervention policies for young children at risk of academic failure in selected State education agencies in the North Central Region of the United States. It also documented the processes by which those states developed their early intervention policies and legislation. The study discusses the states' early intervention policies and legislation, a comparative analysis project, and policy implications of early intervention. (120 references) (RH)
ERIC No.: ED329360

Success for All

Author: Madden, Nancy A.; And Others
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Jan 1991
Note: 22p.; Also sponsored by France and Merrick Foundations.
Sponsoring Agency: Abell Foundation, Baltimore, MD.; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: "Success for All" is a compensatory education program based on prevention and early intervention that has successfully increased the reading performance of disadvantaged and at-risk primary grade students and reduced retention and special education placements. The program directs all aspects of school and classroom organization toward preventing academic deficits from appearing, recognizes and intervenes when deficits do appear, and provides a rich and full curriculum. Participants from the eight schools that have implemented the program far outperformed matched control students on individually administered reading tests. (18 references) (FMW)
ERIC No.: ED329630

Values and Success: Strategies for At-Risk Children and Youth

Author: Ginsburg, Alan; Hanson, Sandra
Corporate Source: Catholic University of America, Washington, D.C.; Department of Education, Washington, DC.
Publication Date: 1990
Note: 34p.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners, Researchers
Abstract: This report provides evidence of a critical link between values and success among youth at risk of failure in school and life. Success-related outcomes include academic success and responsible behavior with respect to drugs and sexual relations. The report examines research evidence linking student attitudes and values in four broad areas. The report discusses and describes successful intervention strategies and programs that promote positive values and attitudes in students. The report concludes with five recommendations for implementation of its findings. (AF)
ERIC No.: ED329602

Involving the Families of At-Risk Youth in the Educational Process. Trends and Issues Series, Number 5

Author: Liontos, Lynn Balster
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Publication Date: Jan 1991
Note: 39p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; add $2.50 shipping and handling on billed orders).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Practitioners
Abstract: This document discusses the history of the term "at-risk" and its use, identification of children at risk, and the two major risk factors of poverty and minority status. It also examines important connections and assets missing from the at-risk child's world and stresses how parent involvement can help. In addition, the paper addresses how schools can involve at-risk parents by looking at the nature and origin of barriers and misunderstandings between parents and teachers and by presenting new principles for successful programs for at-risk families. An appendix provides information about organizations concerned with at-risk families. (49 references) (CLA)
ERIC No.: ED328946

Promising Strategies for At-Risk Youth. ERIC Digest. Number 59

Author: Baas, Alan
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Publication Date: Apr 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-91-1
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Solutions to the dropout problem are inseparably tied to combating poverty and could stimulate far-reaching educational change. Researchers have identified several elements of successful dropout prevention programs. Three representative successful programs are: (1) the Accelerated Schools Program in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative; and (3) Baltimore's Success for All program. To solve dropout problems, educators must identify school population characteristics, examine the district's management information system, utilize its resources, pick workable solutions, and obtain community support for district goals. (14 references) (MLH)
ERIC No.: ED328958

Reconnecting Students at Risk to the Learning Process. Video Conference 9. Restructuring To Promote Learning in America's Schools, A Guidebook.

Author: Hixson, Judson; Tinzmann, Margaret Banker
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
Publication Date: 1990
Note: 75p.; For other guidebooks in this 9-volume series, see EA 022 574-581.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Public Broadcasting Service Video, 1320 Braddock Place, Alexandria, VA 22314 and North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Practitioners
Abstract: This guidebook examines the implications of restructuring proposals for at-risk students including examination of four approaches for their identification: the relationship between meeting at risk student needs and overall school success; barriers to academic achievement; and alternative approaches and strategies for prioritizing restructuring initiatives. Also included are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, course credit information and a list of supplementary materials, two video sources, and nine regional resources. (69 references) (LMI)
ERIC No.: ED327937

An Evaluation of Student Assistance Programs in Pennsylvania

Author: Swisher, John D.; And Others
Corporate Source: Pennsylvania State University, University Park. Department of Counselor Education, Counseling Psychology, and Rehabilitation Services.
Publication Date: Dec 1990
Note: 71p.; Paper presented at the Annual American School Counselor Association Elementary/Middle/Secondary School Guidance Conference (21st, Pittsburgh, PA, June 30-July 3, 1990).
Sponsoring Agency: Department of Education, Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: An evaluation of 69 of Pennsylvania's Student Assistance Programs (SAPs) found that one-half of the coordinators were school administrators; that the most frequent problems called to the attention of SAP teams included substance abuse, poor grades, depression, and discipline; and that teachers were the primary source of referrals. In general, the core team members rated their training very highly, reported

smoothly run training and implementation of SAPs, and a perception that SAPs had a positive impact on students. This report presents findings from the evaluation and appendixes of survey instruments and relevant materials. (NB)
ERIC No.: ED326820

Boulder Valley Schools Teen Parenting Program: An Exemplary Vocational Education Program Serving a Population with Special Needs

Author: Coyle-Williams, Maureen; Wermuth, Tom
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Oct 1990
Note: 5p.; Produced at the University of Illinois at Urbana-Champaign Site of the Technical Assistance for Special Populations Program.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: Technical Assistance for Special Populations Program, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: The Boulder Valley (Colorado) Teen Parenting Program, designed to meet the educational and vocational needs of pregnant or parenting adolescents, focuses on four goals for teen parents: decreasing the dropout rate; improving the health and well-being of children born to teen parents; decreasing repeat pregnancies; and increasing economic self-sufficiency. Program results include a high percentage of at-risk youth served, decreased dropout rates, decreased incidence of low birthweight babies, and decreased repeat pregnancies. The program's heavy vocational education emphasis has made it possible for many teen parents to complete vocational training. (KC)
ERIC No.: ED326696

Serving Urban Youth with Special Needs in Vocational Education: Issues and Strategies for Change. Technical Assistance for Special Populations Program Bulletin

Author: Neubert, Debra A.; Leak, Lawrence E.
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Dec 1990
Note: 5p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: Technical Assistance for Special Populations Program, University of Illinois, 345 Education Building, 1310 South Sixth Street, Champaign, IL 61820.
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available from EDRS.
Abstract: Vocational educators and special needs personnel face many challenges as they address the educational needs of urban youth and update vocational programs in large inner city school districts. To meet the challenges posed by demographic and work force trends, vocational programs must implement early intervention to ensure equal access of urban special needs students beginning at the middle school; provide flexible instructional programming and support services; participate in interagency planning and comprehensive service coordination to help individuals in the transition from school to work; and provide multiple or second-chance opportunities for education, training, and employment. (28 references). (YLB)
ERIC No.: ED326695

Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58

Author: Liontos, Lynn Balster
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR
Publication Date: 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-90-12
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: The children generally termed "at-risk" are usually poor and often from other cultural backgrounds. Schools need to find ways to reach and involve at-risk families with their children's education. Steps include collaboration with other community agencies, helping parents identify what they are capable of doing, and respecting cultural differences. Guidelines, based on successful projects, include being flexible, using strong personal outreach, holding the first activity away from school, preparing staff with inservice workshops, providing child care and transportation, and keeping up the effort. (10 references) (MLF)
ERIC No.: ED326925

Shared Book Reading in an Early Start Program for At-Risk Children. Technical Report Number 504

Author: Mason, Jana M.; And Others
Corporate Source: Illinois University, Urbana. Center for the Study of Reading.
Publication Date: Jul 1990
Note: 17p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Schools typically expect all children to arrive at school familiar with books. However, community use of printed materials varies, resulting in a large number of nonmainstream children deemed at risk for school failure at an early age. This study examined the effects of including shared book reading activities in an urban preschool program that identified at-risk children through assessment of child and family characteristics. A year-long intervention supplemented the regular program with weekly classroom reading and sharing of simple books; use of book topics for writing and dramatic play; and shared book reading by parents and children at home. Analyses revealed that shared book reading fosters literacy development. The study also revealed that at-risk children can make substantial growth in language development, print concept awareness, letter knowledge, writing, and reading abilities. (Author/RH)
ERIC No.: ED325202

Early Intervention for Students at Risk: Three Profiles from Arizona's Rural Schools

Author: Filby, Nikola; Lambert, Vicki
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: To strengthen intervention and to prevent problems for disadvantaged students later on, Arizona's legislature earmarked funds for school districts that developed projects to identify and test effective early interventions with at-risk students. This information brief profiles three Arizona schools that received the funding: the summer school at Ash Fork, the before- and after-school programs at Littleton, and the school-within-a-school in Ganado. Each school is characterized by a challenging student population and is the lone elementary school in a small district. In each school, themes such as concentrated staff effort, enriched curriculum, and extended quality time are prominent. (RH)
ERIC No.: ED325255

Papers, Programs, and Technical Assistance Services for Educators of At-Risk Students

Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: 1990
Note: 110p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
Availability: EDRS Price - Microfiche $.86/Paper Copy $10.15 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This document is a set of resource summaries for educators of students at risk. The summaries represent papers, programs, and technical assistance services. Student characteristics, effective remedial instruction strategies, and urban programs are emphasized. (FMW)
ERIC No.: ED323275

What Schools Can Do for Students at Risk

Author: Guthrie, Larry F.
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: 1989
Note: 15p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: Programs for low achievers and other students at risk of failing either take them out of regular classes for special full- or part-time help or provide in-class tutoring. The authors conclude that the nature of the instructional program, not its setting, determines its effectiveness. They also address specific strategies for helping these students. (9 references) (FMW)**ERIC No.:** ED323276

Meeting the Needs of At-Risk Students

Author: Bowers, Bruce C.
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.; National Association of Elementary School Principals, Alexandria, VA.
Publication Date: 1990
Note: 5p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISSN-8755-2590
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This reviews five studies of at-risk students; specifically, "Sex, Race, and Grade Differences in the Locus of Control Orientations of At-Risk Elementary Students," "School Children At-Risk," "Effective Programs for Students At Risk," "At-Risk, Low-Achieving Students in the Classroom," and "Accelerated Schools: A New Strategy for At-Risk Students." The studies reveal two recurring themes--structured involvement and high expectations of students. (LMI)
ERIC No.: ED323665

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Success for All: Effects of Variations in Duration and Resources of a Schoolwide Elementary Restructuring Program. Report Number 2

Author: Slavin, Robert E.; And Others
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: May 1990
Note: 40p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This paper describes the second year of the Success for All program, which tries to assure that each student in an inner-city school succeeds in acquiring basic skills in the early grades. The program was first implemented in the 1987-88 school year in Abbottson Elementary School in Baltimore. First year results revealed substantially higher student performance in language and reading, and substantially reduced student retention and placement in special classes in comparison with a matched school. This paper adds four major sets of findings to the earlier study: (1) results of the second year of program implementation at the pilot school; (2) the evaluation of a replication of Success for All in its fully-funded form in one of the poorest elementary schools in Baltimore; (3) the evaluation of a form of Success for All designed to be implemented under Chapter 1 schoolwide funds with relatively minor additional costs; and (4) the evaluation of the beginning reading component of the program. Sections of the document detail program elements, variations, evaluation design, and results. Findings imply that the insuring of kindergarten children's success at school may almost eliminate the need for retention in grade and placement in special classes. (RH)
ERIC No.: ED324120

Chapter 1 Policy Manual. Basic Programs Operated by Local Educational Agencies. Part A of Chapter 1 of Title I, Elementary and Secondary Education Act of 1965 amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (Public Law 100-297)

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Apr 1990
Note: 441p.
Availability: EDRS Price - Microfiche $.86/Paper Copy $36.54 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This is a guide for state and local education agencies, parents, and others interested in obtaining funding for basic compensatory education programs under Part A of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1988. These programs provide for the special educational needs of both educationally deprived students in low-income areas and those in institutions for neglected or delinquent children. (FMW)
ERIC No.: ED323274

Gifted Youth at Risk: A Report of a National Study

Note: see ED334807 pg.129

Staffing the Multilingually Impacted Schools of the 1990s. Proceedings of the National Forum on Personnel Needs for Districts With Changing Demographics (Washington, DC, January 11-12, 1990)

Corporate Source: Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Publication Date: May 1990
Note: 27p.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The rapid and significant increase in the number of limited- English-proficient (LEP) students throughout the country is compounding the shortage of bilingual/English-as-a-Second-Language (ESL) staff. This publication presents key recommendations in response to the following concerns: (1) school districts are experiencing significant increases in the number of LEP students and in languages represented; (2) increases in the number of LEP students are occurring in school districts with declining enrollments; (3) many LEP students have limited or no previous schooling; (4) it is difficult to locate trained and certified teachers to work with LEP students; (5) it is difficult to retain bilingual/ESL staff; (6) there is a need to retrain monolingual teachers in school districts with declining enrollments. (FMW)
ERIC No.: ED335423

Immigrant Students in California Public Schools: A Summary of Current Knowledge. Report Number 11

Author: Rumbaut, Ruben G.
Corporate Source: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
Publication Date: Aug 1990
Note: 36p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This report summarizes current knowledge about immigrant students in California public schools. It reviews the most recent available evidence concerning the size, ethnic composition, and other characteristics of fluent-English-proficient and limited-English-proficient language minority students enrolled statewide. The report presents data from the Los Angeles Unified School District, the nation's second largest, and from a recent statewide survey of immigrant students. It examines comparative indicators of the educational performance of immigrant students in San Diego high schools (including dropout rates, grade point averages, achievement test scores, and educational aspirations). It also presents findings of four recent case studies of the adjustment of selected immigrant and refugee groups: Southeast Asians, Central Americans, Punjabis, and Mexicans. (23 references). (MSE)
ERIC No.: ED334845

Book of Solutions: Frequent Questions on Concepts, Issues and Strategies for the Education of Language Minority Children

Author: Berube, Barney; And Others
Corporate Source: Maine State Department of Educational and Cultural Services, Augusta. Curriculum Division
Publication Date: 1990
Note: 89p.
Sponsoring Agency: Office for Civil Rights (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Teachers, Administrators, Practitioners
Abstract: This book for Maine school personnel presents responses to over 100 of the most frequently-asked questions about the education of language-minority students. Twelve sections treat the following: common acronyms; various aspects of student evaluation; Federal and State legal issues in program design and implementation; personnel, parent and community roles;

English-as-a-Second-Language programs; student needs and special requirements; equal educational access considerations; sources of information and support; funding, and common terminology. Maine State guidelines and legal obligations concerning appropriate educational practices for LEP students are appended. (MSE)
ERIC No.: ED329115

Teaching Diverse Students: Cases and Commentaries

Author: Shulman, Judith H., Editor; Mesa-Bains, Amalia, Editor
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: Nov 1990
Note: 138p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - 'Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Abstract: Researchers and teachers collaborated to produce a collection of fourteen narrative cases about problems facing teachers with ethnically and racially diverse classes. Commentaries that follow each case analyze the situations and take different perspectives in interpreting the accounts. Two chapters treat instructional events, a third chapter treats interactions with challenging individuals or groups of students, and a fourth portrays the importance and influence of school/family relationships on student learning. An annotated bibliography of 16 items is included. (JD)
ERIC No.: ED328552

Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67

Author: Webb, Michael
Corporate Source: ERIC Clearinghouse on Urban Education, New York, NY.
Publication Date: Jul 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-UD-90-7 ISSN-0889-8049
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Schools have introduced numerous programs and activities, intended to recognize the achievements of ethnic groups to prepare students for life in an ethnically diverse society. Studies indicate links between multicultural education and improved academic achievement for African American and Hispanic American students. Most multicultural learning activities consist of discrete lessons organized around particular events. Project Respecting Ethnic and Cultural Heritage (REACH) Portland (Oregon) and Albuquerque (New Mexico) have developed programs that integrate multicultural activities throughout the curriculum. Developing an interdisciplinary program involves the following considerations: needs assessment; goals; curriculum development; and staff development. (9 references) (FMW)
ERIC No.: ED327613

English Literacy for Non-Literate Secondary LEP Students. Updated April 1990

Corporate Source: Title VII Midwest Multifunctional Resource Center - Service Area 5, Des Plaines, IL.
Publication Date: Apr 1990
Note: 81p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: National Clearinghouse for Bilingual Education, 1118 22nd Street NW., Washington, DC 20037 ($6.50).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Teachers, Administrators, Practitioners
Abstract: This annotated bibliography includes citations of and publishers' addresses for 197 publications related to English literacy instruction for secondary school limited-English-proficient (LEP) students. The introduction describes the types of information gathered and discusses major issues and controversies. Topics include: non-literate student characteristics and general needs; identification, assessment, and placement; programs that serve non-literate secondary LEP students (bilingual and English-as-a-Second-Language); vocational education and English-as-a-Second-Language programs, including all related materials; family literacy and

community-based programs for out-of-school youth; methods and techniques for teaching English literacy; available commercial and locally-developed materials for teaching English literacy; and training educational personnel to teach this population. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
ERIC No.: ED323818

Family English Literacy Network Program. Curriculum Guide

Corporate Source: Florida International University, Miami. College of Education.
Publication Date: 1989
Note: 247p.
Sponsoring Agency: Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $20.30 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This curriculum guide, developed for the Family English Literacy Network Program, contains competency-based lesson plans for four levels of instruction. The learning objectives include personal identification and communication, money and banking, food and shopping, clothing, housing, health, transportation, and employment. A unit on civics/U.S. Government is added at the fourth level. (GLR)
ERIC No.: ED322794

Teaching Limited English Proficient Students to Understand and Use Mathematics. ERIC/CUE Digest No. 70

Note: see ED334310 pg. 31

ASPIRA Five Cities High School Dropout Study: Focus on Parents

Note: see ED324392 pg. 11, 157

All documents are available from the ERIC Document Reproduction Service (EDRS) at (1-800-443-ERIC) ; where appropriate, other sources of availability are also indicated.

Getting Ready for College: Advising High School Students with Learning Disabilities

Author: Davie, Ann R.
Corporate Source: American Council on Education, Washington, DC. HEATH Resource Center.
Publication Date: 1990
Note: 5p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: American Council on Education, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (single copy free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners, Parents, Students
Abstract: This checklist outlines steps that students with learning disabilities should consider in preparing themselves for college. The section entitled "The Basics" focuses on disability awareness; personal and skill development; and assessments, records, and course options in high school. The section entitled "College Applications" notes the steps involved in getting ready to apply for college, choose a college, and make the transition to college. (JDD)
ERIC No.: ED332405

Demographics and Cultural Diversity in the 1990s: Implications for Services to Young Children with Special Needs

Author: Edmunds, Polly; And Others
Corporate Source: PACER Center, Inc., Minneapolis, MN.
Publication Date: Jul 1990
Note: 17p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417 ($3.00).
Availability: EDRS Price - Microfiche $1.15 Plus Postage. Paper Copy Not Available From EDRS.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: Interviews with two administrators, one parent, and one teacher from States with varied cultural groups suggest the following strategies for identifying and meeting the special needs of young minority children: (1) target public awareness locally; (2) involve local programs in planning statewide awareness campaigns; (3) translate public awareness materials into appropriate languages and dialects; (4) involve cultural groups in planning public awareness activities; (5) develop initiatives for increasing the number of minority professionals and paraprofessionals in the early childhood field; (6) increase the number and involvement of minority group members in advisory and policymaking groups; (7) collaborate with cultural communities providing services; (8) increase trust by being a resource for cultural communities; (9) support community groups with services they identify for themselves; (10) provide services for persons of color who serve in advisory and policymaking groups; and (11) train service providers to work with families from a variety of cultures. (15 references). (FMW)
ERIC No.: ED325565

Currently Funded Research Projects. ERIC/OSEP Special Project on Interagency Information Dissemination

Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: Jul 1991
Note: 102p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Division of Innovation and Development.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Researchers
Abstract: This directory describes 151 research projects funded by the Division of Innovation and Development of the Office of Special Education Programs (OSEP), U.S. Department of the Education. Projects are listed alphabetically by principal investigator. Each project listing includes principal investigator, address, telephone number, project number, grant number, and beginning and end dates. A descriptive abstract highlights the project's purpose, method, and anticipated products. (DB)
ERIC No.: ED334798

Disability and People From Minority Backgrounds

Corporate Source: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Publication Date: 1991
Note: 29p.
Availability: OSERS News in Print, Room 3129, Switzer Building, 330 C Street, SW, Washington, DC 20202-2524 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This U.S. Office of Special Education and Rehabilitative Services (OSERS) quarterly issue contains six papers describing development of services for minority individuals with disabilities. The articles discuss the following topics: (1) the need to increase high-school graduation rates, increase the sensitivity of professionals, increase the number of persons from minority groups who pursue careers in special education, and improve outreach to minority communities; (2) the Future Assets Student Talent Program (Huntsville, Alabama), the Howard University Bridges to Leadership 2000 Youth Training Program (District of Columbia), and the Systems Success Program (Newark, New Jersey); (3) the Navajo Vocational Rehabilitation Program; (4) the issues of education, unemployment, public health, vocational choice, and funding; (5) three research studies funded to examine issues in the delivery of services to students with disabilities stemming from nonstandard English, limited English proficiency, and/or nondominant cultural groups; and(6) a study designed to investigate which language cues were most effective in helping students complete various job-related tasks. (JDD)
ERIC No.: ED334743

The Benefits of Secondary Vocational Education for Young People With Disabilities. Findings From the National Longitudinal Transition Study of Special Education Students

Author: Wagner, Mary
Corporate Source: SRI International, Menlo Park, CA.
Publication Date: Apr 1991
Note: 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This paper reviews the extent that students with disabilities attending regular secondary schools were involved in vocational education, and whether students who participated in vocational education exhibited better outcomes both in school and in the first years after high school. It uses data from the National Longitudinal Transition Study of Special Education Students, a nationally representative sample of more than 8,000 students. The study examined vocational course-taking by specific handicapping condition, course content, amount of vocational education, and demographic variables (grade level, gender, and ethnic background). Findings showed that students who were enrolled in occupationally- oriented vocational education were significantly more likely than nonparticipants to register positive on-school and post-school outcomes. (47 references.) (JDD)
ERIC No.: ED334739

Directory of Selected Early Childhood Programs, 1990-1991

Author: Decker, Marcia J., Ed.
Corporate Source: North Carolina University, Chapel Hill. Frank Porter Graham Center.
Publication Date: Mar 1991
Note: 332p.; For the 1989-90 directory, see ED 319 183.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $28.80 Plus Postage.
Abstract: This directory of early childhood programs includes three categories of project grants administered by the Office of Special Education Programs and funded under the Early Education Program for Children with Disabilities. The program categories include the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services. The book is organized into: (1) an introduction, which looks at Federal early childhood programs and the implications of Public Laws 99-457 and 101-476; (2) a State-by-State directory; (3) half-page project abstracts for each project; and (4) two indexes to the abstracts, organized by program category and subcategory and by State. (JDD)
ERIC No.: ED333671

A Model for Early Childhood Special Education Program Development in Rural Settings: Final Report

Author: Fox, Wayne; and Others
Corporate Source: Vermont University, Burlington. Center for Developmental Disabilities.
Publication Date: Oct 1990
Note: 114p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Administrators, Policymakers, Practitioners
Abstract: This report describes a program development model for establishing and improving comprehensive early childhood special education services to young disabled children and their families in rural settings. The model stresses involvement of family, multiple agencies, and the community and systematic program planning and development. The model's six components include: (1) establishing a family and multi-agency planning team; (2) assessing current program practices; (3) analyzing discrepancies and prioritizing areas for development; (4) developing a plan for improving services based upon established priorities; (5) implementing best practices; and (6) evaluating the program's implementation and the affect of services on young children and their families. (4 references) (DB)
ERIC No.: ED333711

The Relationship Between Social Activities and School Performance for Secondary Students with Learning Disabilities. Findings from the National Longitudinal Transition Study of Special Education Students

Author: Newman, Lynn
Corporate Source: SRI International, Menlo Park, CA.
Publication Date: Apr 1991
Note: 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-7, 1991).
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This study used data from the National Longitudinal Transition Study of Special Education Students to examine whether social activities affected the academic performance of youth with learning disabilities. More than one-third of the high-school youth were reported to see friends outside of school 6 or 7 days a week. These students were more likely to have high absenteeism from school and a failing grade which are among the strongest predictors of drop out. In contrast, students who were engaged in school or community groups had significantly lower school absenteeism and better grade performance. (DB)
ERIC No.: ED333707

The Education of Children and Youth with Special Needs: What Do the Laws Say?

Author: Horne, Richard L.
Corporate Source: Interstate Research Associates, Inc., Washington, DC; National Information Center for Children and Youth with Handicaps, Washington, DC.
Publication Date: 1991
Note: 17p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: Interstate Research Associates, National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This newsletter issue focuses on the educational and civil rights of children and youth with disabilities. It primarily focuses on the Education for All Handicapped Children Act and its subsequent amendments. The author describes additional Federal laws, Section 504 of the Rehabilitation Act of 1973 and the Carl D. Perkins Vocational Education Act, to explain the full range of potential services and rights available. There are also descriptions of programs for Protection and Advocacy for Persons with Developmental Disabilities and Persons with Mental Illness. (23 references.) (JDD)
ERIC No.: ED333640

Multicultural Education for Exceptional Children. ERIC Digest No. E498

Author: Gollnick, Donna M.; Chinn, Philip C.
Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: May 1991
Note: 3p.; Based on "Multicultural Education in a Pluralistic Society," Third Edition, by Donna M. Gollnick and Philip C. Chinn.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EC-91-3
Availability: Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest examines the demographic composition of the U.S. school-age population and estimates that 1.4 million children with disabilities are minority group members. The authors note the purposes of multicultural education for all students and stress the teacher's role in recognizing bias (invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and language usage) in textbooks and other instructional materials. The authors also discuss the importance of making the curriculum multicultural, recognizing subtle and unintentional biases in teaching behavior, organizing learning environments conducive to individual students' cognitive styles, and creating a positive school climate. (9 references) (JDD)
ERIC No.: ED333620

Teaching Students with Behavioral Disorders: Basic Questions and Answers. Working with Behavioral Disorders: CEC Mini-Library

Author: Lewis, Timothy J.; and Others
Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: 1991
Note: 47p.; For other documents in this set, see EC 300 409-417.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock Number P337).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This booklet addresses over 100 questions that classroom teachers commonly ask

concerning teaching students with behavioral disorders. The first section is on effective assessment and evaluation practices. The second section, on developing curriculum and instruction, focuses on designing intervention strategies to change academic and social behaviors. Emphasis is on strategies for increasing positive behaviors as opposed to reducing negative behaviors. The third section is on collaboration and looks at issues surrounding the development of positive partnerships between teachers, administrators, community agencies, and parents. (DB)
ERIC No.: ED333659

Implementation of the Individuals with Disabilities Education Act. Thirteenth Annual Report to Congress

Corporate Source: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Division of Innovation and Development.
Publication Date: 1991
Note: 497p.; For the 12th annual report, see ED 321 513. Appendix A contains small print.
Availability: EDRS Price - Microfiche $1.41/Paper Copy $64.00 Plus Postage.
Abstract: This report describes public education for disabled children. Chapter 1 cites national statistics on children receiving special education and related services. Chapter 2 focuses on early childhood activities and discusses Part H of the Individuals with Disabilities Education Act to improve early intervention services; Section 619 contains incentives for States to serve more 3- to 5-year-old children with disabilities and some discretionary grant activities. Chapter 3 describes the findings of a national study of separate day and residential facilities. Chapter 4 describes financial assistance to State and local educational agencies as well as Federal efforts to review and monitor State policies and procedures. (JDD)
ERIC No.: ED332488

The Use of Technology with Special Needs Students

Corporate Source: George Peabody College for Teachers, Nashville, TN. John F. Kennedy Center for Research on Education and Human Development.
Publication Date: Nov 1990
Note: 6p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Researchers
Abstract: This paper reports on research conducted in schools to investigate methods to help students--especially at-risk students--to acquire and use knowledge to solve problems. The methods incorporate principles of learning and instruction derived from basic research on cognition. Specifically, the research involved using microcomputer and videodisc technology to develop fluent access to knowledge and skills; integrate knowledge to support subsequent problem solving; and help students to be producers, not mere consumers, of knowledge. The report also describes how using these technologies enhanced motivation. (10 references) (JDD)
ERIC No.: ED331209

International Congress on Education of the Deaf. Proceedings I: Abstracts of Presentations (17th, Rochester, New York, July 29-August 3, 1990)

Author: Stuckless, E. Ross, Editor;And Others
Corporate Source: Rochester Institute of Technology, NY. National Technical Institute for the Deaf.
Publication Date: Aug 1990
Note: 164p.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: Rochester Institute of Technology, National Technical Institute for the Deaf, ICED Office, One Lomb Memorial Dr., Post Office Box 9887, Rochester, NY 14623-0887 ($10.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $21.84 Plus Postage.
Abstract: These proceedings organize abstracts from presentations given at the 1990 International Congress on Education of the Deaf under 12 major topics: development of language skills; communication; instruction; cognition and learning; educational policies and services; organization and administration of schools and programs; students with special needs; psychosocial development and physical/mental health; education and work; college and continuing education; audiological and medical

aspects of deafness; and deaf adults in society. Two appendixes provide an index of authors, co-authors, and panelists and a list of presenters and chairpersons. (JDD)
ERIC No.: ED329092

Foundations of Multicultural Education. Module 1. Bilingual/ESOL Special Education Collaboration and Reform Project

Author: Fradd, Sandra H.
Corporate Source: Florida University, Gainesville. Department of Special Education.
Publication Date: 1990
Note: 203p.; For modules 2-5, see FL 019 061-064.
Sponsoring Agency: Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $28.08 Plus Postage.
Abstract: This instructional module is part of a project to reform current school curricula, improve instructional services for handicapped and at-risk limited-English-proficient (LEP) and language minority students, and provide innovative leadership in higher education related to programs for LEP persons. The materials contained in the module are designed to help in training personnel to serve this population and are intended for use by consultants providing in-service education to teachers and administrators. This module discusses key concepts for meeting the challenge of educating a multicultural, multilingual student population. A list of references and resource materials is appended. (MSE)
ERIC No.: ED328090

Working with Special Students in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series

Author: Sorenson, Sharon
Corporate Source: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Publication Date: 1991
Note: 81p.; Published by EDINFO Press.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISBN-0-927516-18-7
Availability: ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This collection of 34 lessons offers practical suggestions for addressing the needs of special students in the English/language arts classroom at both the elementary and secondary levels. Concentration is primarily on students with learning disabilities or limited English proficiency. The collection includes an activities chart which indicates the focus and types of activities including: classroom organization; community involvement; computer assisted instruction; collaborative learning; graphic organizers; reading skills; student evaluation; and writing instruction. A 21-item annotated bibliography of resources in the ERIC database is attached. (RS)
ERIC No.: ED326902

Overview: Statistical Almanac, Volume 1. The National Longitudinal Transition Study of Special Education Students

Author: Valdes, Kathryn A.; And Others
Corporate Source: SRI International, Menlo Park, CA.
Publication Date: Jul 1990
Note: 442p.; For related documents, see EC 232 628-636.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025-3493 ($28.00).
Availability: EDRS Price - Microfiche $1.15/$56.16 Plus Postage.
Abstract: The National Longitudinal Transition Study of Special Education Students (NLTS) was Congressionally mandated to provide information regarding the transition of youth with disabilities from secondary school to early adulthood. Data were collected for more than 8,000 special education students, ages 13-21. The study design involved a survey of parents/guardians, review of school records, and a survey of school programs. This volume introduces the purposes of the study and procedures relating to the research methodology. It includes data on individual and household characteristics; characteristics of students' school and educational programs; available programs; services received; and outcomes. The tables present data by type of community, gender, age, school status, household income, ethnicity, and head of household education. (43 tables) (JDD)
ERIC No.: ED324893

American Indian Exceptional Children and Youth. Report of a Symposium (Albuquerque, NM, February 6-8, 1985). An ERIC Exceptional Child Education Report. Revised

Author: Johnson, Marilyn J., Ed.; Ramirez, Bruce A., Ed.
Corporate Source: Council for Exceptional Children, Reston, VA.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: 1990
Note: 71p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISBN-0-86586-170-6
Availability: Council For Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091 ($8.50, Stock Number R624)
Availability: EDRS Price - Microfiche $.86/Paper Copy $6.09 Plus Postage.
Target Audience: Practitioners
Abstract: This document reports on a symposium of educators and other professionals who work with exceptional American Indian children. Topics covered include American Indian parents of handicapped children and language and curriculum development for these children. An appendix presents statistical data on the number of disabled American Indian children by handicap, state, and educational environment, and the number of special education teachers and related personnel. (JDD)
ERIC No.: ED322706

Project Kidlink: Bringing Together Disabled and Nondisabled Preschoolers

Corporate Source: Capper Foundation for Crippled Children, Topeka, KS.
Publication Date: 1990
Note: 132p.
Sponsoring Agency: Department of Education, Washington, DC.
Report Number: ISBN-0-88450-551-0
Availability: Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95, Catalog Number 7633).
Availability: EDRS Price - Microfiche $.86 Plus Postage. Not Available from EDRS.
Target Audience: Practitioners
Abstract: This manual describes how the Kidlink early education program in Topeka, Kansas, evolved from a segregated program serving physically disabled children to an integrated one including day care services. Topics covered include bringing disabled and nondisabled preschoolers together; integrating speech, language, and communication services into the preschool classroom; and bringing computer-based activities and physical and occupational therapy into integrated preschool programs. (PB)
ERIC No.: ED322682

Strengthening the Role of Families in States' Early Intervention Systems: Policy Guide to Procedural Safeguards for Infants and Toddlers and Their Families under Part H of the Education of the Handicapped Act

Author: Burnim, Ira A.
Corporate Source: Council for Exceptional Children, Reston, VA. Division for Early Childhood; Mental Health Law Project, Washington, DC.; North Carolina University, Chapel Hill. Frank Porter Graham Center.
Publication Date: 1990
Note: 208p.
Sponsoring Agency: Carnegie Corp. of New York, NY.; Special Education Programs (ED/OSERS), Washington, DC.
Report Number: ISBN-0-86586-191-1
Availability: Division for Early Childhood, Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($17.50, quantity discount available, Stock Number D409).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $28.08 Plus Postage.
Abstract: This book presents recommended policies and procedural safeguards for programs serving infants, toddlers, and their families under Part H of the Education of the Handicapped Act. Policies presented cover consent to assessment, evaluation, and services; notice of parents' rights and of proposed actions; right to review and correct records; confidentiality of personally identifying information; and administrative procedures for resolving parents' complaints. In each section key provisions of Federal law and regulations are identified followed by annotated policy recommendations. Appendixes include a list of 64 recommended policies; an outline of relevant legislative history; and the texts of Part H of the Education of the Handicapped Act, Federal Regulations Implementing Part H, Federal Regulations Implementing Part B, and Federal Regulations Implementing the Family Educational Rights and Privacy Act. (PB)
ERIC No.: ED323680

Cognitive-Based Methods for Teaching Mathematics to Students with Learning Problems. The Instructional Methods Report Series

Author: Scheid, Karen
Corporate Source: LINC Resources, Inc., Columbus, OH. Information Center for Special Education Media and Materials.
Publication Date: 1990
Note: 64p.; For a related document, see EC 232 174.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: LINC Resources, 4820 Indianola Avenue, Columbus, OH 43214 ($10.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Practitioners
Abstract: This monograph considers cognitive-based approaches to teaching mathematics to students with learning problems. It addresses identification of characteristics of successful cognitive approaches and the role of media and materials. An introductory chapter looks at possible reasons for U.S. students' difficulties with mathematics. The second chapter examines mathematical learning among students with disabilities. Chapter 3 presents cognitive-based principles for teaching mathematics, including research findings and a taxonomy of word problem types. Chapter 4 offers two examples of such approaches: one which improves teacher understanding of how children learn mathematics, and another that uses specially designed materials in its problem-solving focus. The fifth chapter considers instructional components of cognitive-based mathematics concerned with both content and teaching methods. The sixth chapter examines the role of the teacher in cognitive-oriented programs, and a summary chapter suggests areas for further research. (170 references). (DB)
ERIC No.: ED323743

Vocational Assessment: A Guide for Parents and Professionals

Note: see ED333639 pg. 45

Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest No. E497

Note: see ED333619 pg. 70

Gifted Youth at Risk: A Report of a National Study

Author: VanTassel-Baska, Joyce and Others
Corporate Source: Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Publication Date: 1991
Note: 73p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Council for Exceptional Children, 1920 Association Dr., Reston VA 22091-1589 ($17.50, $12.25 members; publication number P347).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This study explored the nature and extent of programs and services available for culturally diverse and economically disadvantaged gifted learners. Each chapter offers policy recommendations. The report concludes with nine suggestions for a working agenda, such as initiating the use of multiple measures and encouraging the use of a "tryout" program as part of the selection paradigm. (78 references). (JDD)
ERIC No.: ED334807

Instrument Use in the Identification of Gifted and Talented Children

Author: Hunsaker, Scott L. and Others
Corporate Source: National Research Center on the Gifted Talented, Charlottesville, VA.
Publication Date: 20 Jun 1991
Note: 63p.; Paper presented at the Meeting of the Jacob K. Javits Gifted and Talented Education Program Grant Recipients (Washington, DC, June 20, 1991).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: Information was collected from school districts concerning their definitions of gifted and talented, the instruments they use to identify gifted and talented students, and the underserved populations they seek to serve. This report is based on information from 542 files, representing approximately 10 percent of the schools contacted. Results indicate that the U.S. Office of Education definition of gifted is used by 73 percent of school districts, followed by use of an intelligence quotient definition (15 percent), and the Three-Ring definition (11 percent). There is still an over reliance on the general intellectual aptitude construct and a high number of districts measure general intellectual aptitude by means of academic achievement tests. (JDD)
ERIC No.: ED334732

Increasing Minority Participation in Gifted Programs

Author: Yancey, Elizabeth
Corporate Source: American University, Washington, DC. Mid-Atlantic Equity Center.
Publication Date: 1990
Note: 47p.; Revised reprint of 1983 publication.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: Mid-Atlantic Equity Center, 5010 Wisconsin Avenue NW., Suite 310, Washington, DC 20016.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This publication is designed as a resource to assist school administrators and directors of gifted and talented programs in their efforts to increase the participation of minority students in such programs. It presents statistics reflecting underrepresentation of minority students; definitions of giftedness; identification issues and recommendations; descriptions of suggested practices and alternative procedures; and recommendations for increasing the participation of minority students. It also includes a bibliography, selected readings, and a list of professional training programs in gifted education. (MYM)
ERIC No.: ED324393

Efficient Financial Management in Rural Schools: Common Problems and Solutions From the Field. ERIC Digest

Author: Inman-Freitas, Deborah
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Aug 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-91-9
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and possible strategies for improvement. Rural administrators reported the following financial management problems: (1) cash flow problems due to late receipt of state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funding to provide modern technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. (SV)
ERIC No.: ED335206

Funding Rural, Small Schools: Strategies at the Statehouse. ERIC Digest

Author: Verstegen, Deborah
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Aug 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-91-10
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The cost of providing an educational program is higher for rural, small schools and districts than for others. Nevertheless, recent studies suggest that small schools and districts may be a more efficient investment than large schools because the "learning value per unit of expenditure" seems to be greater there. This new idea expands the traditional concept of outcome to include morale, achievement, curriculum, and positive attitudes towards learning. This digest examines state strategies for meeting the unique financing needs of rural, small schools and districts. (SV)
ERIC No.: ED335205

American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest

Author: Swisher, Karen
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: May 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-91-4
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest reviews the literature related to learning styles of American Indian and Alaskan Native students. Several studies show that in some tribes, observation, self-testing in private, and then demonstration of a task for approval are essential steps in learning. Indian children often hesitate to participate in large and small-group recitations, but are talkative during interactions with the teacher or student-led group projects. Cherokee children prefer cooperation over competition, and will often hide academic competence to avoid seeming superior. Teachers should observe students' preferred ways of learning and plan learning experiences accordingly. New ways of learning can be gradually introduced as children become more comfortable. Teachers also benefit from learning about students' backgrounds and values, and the norms of the community. Assessment tools are available to identify both learning- and teaching-style tendencies. (KS)
ERIC No.: ED335175

Rural Thinking Skills Catalog

Author: Kruse, Janice
Corporate Source: Research for Better Schools, Inc., Philadelphia, PA.
Publication Date: 1990
Note: 165p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123.
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This catalog can help educators locate materials to assist in effectively teaching thinking skills. A total of 248 resources, including pamphlets, documents of activities, computer software, and pictures, are presented in the following curriculum areas: (1) language arts and reading; (2) math; (3) science; (4) social studies; and (5) a combination of subjects. Each entry includes the title, developer, type of material, purpose and use, thinking skills, description of the material, publisher, cost and order number, and grade level. An index at the beginning of each section lists materials by traditional age groupings: kindergarten and primary grades (K-3), upper elementary (4-5), middle school (6-8), and high school (9-12). (KS)
ERIC No.: ED335181

A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts. Occasional Paper Number 32

Author: Stephens, E. Robert
Corporate Source: Appalachia Educational Laboratory, Charleston, WV; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Mar 1991
Note: 106p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: The author has developed a framework for evaluating policy options for reorganizing small, rural school districts. He highlights six major issues that will affect rural schools including socioeconomic changes detrimental to rural development, a broader legal definition of State responsibilities for education, the redirection of the school excellence movement, and changes in public opinion on education reform. He also considers criteria for forming State goals for rural education as well as the instruments available to translate these goals into action. He concludes by discussing the hypothetical affects of each option. (approximately 200 references) (KS)
ERIC No.: ED332855

The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61

Author: Lumsden, Linda S.
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR.
Publication Date: May 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-91-3
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest examines the role of the school in preventing and intervening against child sexual abuse. The author provides information on factors that affect recognition and reporting by school personnel, behavioral and physical indicators of child sexual abuse, issues related to allegations involving school employees, the effectiveness of prevention programs, and ways of collaborating with social service agencies. She concludes that the school is part of a prevention plan at only one level; the ultimate challenge lies in confronting the social attitudes and conditions that foster or tolerate child

sexual abuse. (14 references) (LMI)
ERIC No.: ED331152

An Agenda for Research and Development on Rural Education

Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Mar 1991
Note: 17p.
Report Number: PIP-91-825
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The Federal Interagency Committee on Education (FICE), Subcommittee on Rural Education, has identified six priority topics for research on rural education: (1) the effectiveness of rural schools; (2) curricular provisions in rural schools; (3) school and community partnerships; (4) human resources; (5) the use of technology in rural schools; and (6) financial support and governance for rural schools. Sample research questions are provided for each topic. The authors hope this pamphlet will stimulate researchers to study rural education issues and share their findings with ERIC. (KS)
ERIC No.: ED331657

Using Strategic Planning to Improve Rural Schools

Author: D'Amico, Joseph J.
Corporate Source: Learning Institute, Springhouse, PA; Research for Better Schools, Inc., Philadelphia, PA.
Publication Date: 1990
Note: 40p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This paper describes strategic planning and how it is used for educational improvement. It details how a planning model, Strategic Planning for Educational Reform and Improvement (SPERI), was used by Rural Assistance Councils (RACs) in Pennsylvania and Delaware with technical assistance from the Regional Educational Laboratory for the mid-Atlantic region. Important SPERI elements include: preliminary planning, focused issues assessment, targeted research, and tailored policy analysis. The RACs used SPERI to confront issues relating to economics, staff, programs, administration, and families and communities. The paper emphasizes that SPERI is important, not as a product, but a process. (31 references) (TES)
ERIC No.: ED331644

Briefs for Parents in Ready-to-Copy Form

Author: Howley, Craig
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Sep 1990
Note: 22p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC/CRESS, Appalachia Educational Laboratory, Post Office Box 1348, Charleston, WV 25325.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This document consists of a compilation of 12 brief articles prepared as "fillers" for rural news weeklies. Six of the briefs are in both English and Spanish language versions. These camera-ready slicks inform readers about current educational research and practice of interest to parents. They address the following topics: the effects of television on children's reading achievement; financial aid for low-income students; parents' role in education; benefits of small schools; coaching children in writing; promoting interest in math; the teacher's role in bridging parents and schools; understanding test scores; organizing children's learning; and directing a school meeting. (TES)
ERIC No.: ED329382

Recruiting and Retaining Teachers in Rural Schools. Far West Laboratory Knowledge Brief. Number Four

Author: Stone, Deanne
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: Rural schools are having difficulty recruiting and retaining teachers; in rural areas the turnover rate reaches 30 to 50 percent. Rural teachers often leave due to social, cultural, geographic, and professional isolation. Recruiting teachers for rural settings requires effective recruitment strategies targeting persons with a rural background and stressing the real benefits to teaching in rural schools. Retaining rural teachers requires the coordinated effort of the school and the community. Universities must prepare teachers for service in rural areas and develop cost-effective distance learning courses to keep rural teachers current and up to date. (18 references) (ALL)
ERIC No.: ED328383

Successful Instructional Practices for Small Schools. ERIC Digest

Author: Reck, Carleen
Corporate Source: ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Publication Date: Oct 1990
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-RC-90-12
Availability: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest presents recent findings about effective instructional practices for classroom teachers in small schools. The typical small school classroom tends to have students with a broad range of age, knowledge, and experience, and these students often approach each other for help and learn by teaching one another. Collaborative learning can provide a way to capitalize both on students' variety and their cooperative spirit. Collaborative learning may be used to: (1) focus on multiple ways to solve problems; (2) involve students in goal setting and self-monitoring; (3) produce positive effects through peer interaction, cooperation, and communication; and (4) organize groups to incorporate contributions of each student. (ALL)
ERIC No.: ED326352

Allocating Resources in Rural and Small Schools. Small Schools Network Information Exchange, Number 9

Corporate Source: Regional Laboratory for Educational Improvement of the Northeast and Islands, Andover, MA.
Publication Date: 1990
Note: 155p.; Some pages and graphics may not reproduce well.
Sponsoring Agency: Department of Education, Washington, DC.
Availability: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA (Order Number 9070-09, $17.50 plus $2.50 postage).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $21.84 Plus Postage.
Abstract: This packet contains 48 reprinted articles dealing with resources allocation in rural and small schools. A number of articles have a direct rural focus, while others cover the more general issues and principles surrounding resource allocation. The packet contains sections on: budget development strategies and issues for the 1990s; public relations strategies to gain support for schools; community development and community involvement in budget

and non-budget issues; resource allocation planning; potential new revenue sources; and operations, program, and facility decisionmaking. (ALL)
ERIC No.: ED326366

Rural Administrative Leadership Handbook

Author: Tift, Carolyn
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR.
Publication Date: Jun 1990
Note: 128p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $ 18.72 Plus Postage.
Abstract: This resource book on rural administrative leadership is the result of interviews with school administrators involved in successful rural educational programs. The material is divided into eight self-contained chapters. Chapter 1 addresses qualities of living and working in rural communities, emphasizing that effective administrators are involved in community affairs. Chapter 2 discusses the importance of establishing roles, goals, and priorities with board of education members while working as a team and successful administrator-board relations. Chapter 3 identifies issues of leadership and different management styles. Chapter 4 examines decision-making and problem-solving principles, and includes action plans for analyzing problems and making decisions. Chapter 5 introduces strategies for dealing with the "fishbowl" or "rumor factory" phenomenon often present in rural communities. Chapter 6 presents specific tips for stress and time management, critical skills for a successful administrator to handle multiple roles, expectations, and high visibility. Chapter 7 includes procedures to help the administrator build a vision for the rural school and to develop strategies for achieving it. Chapter 8 offers information for recruiting, inducting, and retaining effective rural teachers. (TES)
ERIC No.: ED324190

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services, Volume 3: Child Abuse

Note: see ED332307 pg.108

Improving Productivity in Higher Education: Administration and Support Costs

Author: Massy, William
Corporate Source: Forum for College Financing.
Publication Date: May 1991
Note: 13p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Stanford Forum for Higher Education Futures, Stanford Institute for Higher Education Research, 508 CERAS, Stanford University, Stanford, CA 94305-3084.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: Among the reasons that college costs are rising are institutional factors that hold down productivity. In order to improve productivity, formal, non-quantitative evaluation should include a process-by-function matrix where function refers to activities generally associated with an organizational unit. The process must examine the importance, reliability, and redundancy of each element of each flowchart. Once one is satisfied that only essential tasks are being performed, one must determine whether they can be performed using automation and information technology. Finally, the effort must optimize staff allocations by substituting less expert people for those with high expertise. (JB)
ERIC No.: ED333813

Rethinking School Finance. A Policy Issues Paper Prepared for the Chief State School Officers of the Northwest and Pacific

Author: Hansen, Kenneth H.; and Others
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR.
Publication Date: Jan 1990
Note: 12p.; Some print may not reproduce adequately in paper copy.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Sales, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204 ($4.10; includes shipping at 4th class rate).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This report explains how to rethink school financial policy in light of the fact that school finance is part of public finance and that policy formation is a product of commitments and constraints. The authors outline principles of public finance, commitments, and constraints. They offer five policy options including subsuming school finance within public finance, developing comprehensive databases, rearranging the sequence of school finance policy, developing an accountability system, and increasing collaboration. They conclude that each part of the system must compromise and that school finance reform will not take place until actual school improvement occurs. This requires additional funding. (LMI)
ERIC No.: ED332284

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest

Author: Layzell, Daniel T.; Lyddon, Jan W.
Corporate Source: Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: Dec 1990
Note: 3p.; For the full report, see ED 327 130.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-HE-90-4
Availability: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: This digest reviews State-level, financial and human and environmental budgeting for higher education. Historical traditions, the State's economy, and the centralization of power in higher education within the State as well as the age of the population and the growth of the minority sector all influence the budgeting process. Among the primary elements of the budgeting process (governor, legislature, educational community), staffs have become increasingly important. Major policy concerns in higher education in recent years include: (1) accountability, (2) costs, (3) productivity, (4) quality, (5) affordability, (6) economic development, and (7) access for minority and nontraditional students. (2 references) (GLR)
ERIC No.: ED332562

National Postsecondary Student Aid Study: Preliminary Estimates on Student Financial Aid Recipients, 1989-90. Contractor Report. E.D. TABS

Author: Shepherd, Jane, Comp.; and Others
Corporate Source: Westat, Inc., Rockville, MD.
Publication Date: Mar 1991
Note: 73p.; Data Series: DR-NPSAS-1990.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Report Number: NCES-91-335
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Target Audience: Policymakers, Administrators, Practitioners
Abstract: The National Postsecondary Student Aid Study examines how students who receive financial aid pay for their postsecondary education. The study includes nationally representative samples of undergraduates, graduates, and first-professional students. The students attend less-than-2-year institutions, 2-year schools, 4-year colleges, and major universities. About 6 million undergraduates received financial aid in 1989-90. About three-fourths of them received aid administered by the U.S. Department of Education; about one-fourth received campus-based aid; and about three-tenths received institutional aid such as athletic or academic scholarships. The Title IV recipients received an average of $3,175, although 17 percent received $5,000 or more. (GLR)
ERIC No.: ED331378

Guide to Cost Management for Higher Education

Corporate Source: Cresap, Washington, DC.
Publication Date: 1991
Note: 221p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $28.80 Plus Postage.
Abstract: This guide to cost management for institutions of higher education presents a methodology based on reducing the cost of support services costs. Chapter 1 describes the scope and reasons for escalating costs at universities, explains current practices designed to contain costs and the limitations of these practices, and offers an alternative approach based on analytical techniques developed in the private sector. Chapter 2 summarizes the alternative concept of cost management. Chapter 3 describes how a university can assess the cost of its support services and identify ways to improve services and reduce costs. There are case studies included. (JB)
ERIC No.: ED331416

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ASHE-ERIC Higher Education Report 4, 1990

Author: Layzell, Daniel T.; Lyddon, Jan W.
Corporate Source: Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: 1990
Note: 134p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISBN-1-878380-01-X
Availability: ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Target Audience: Policymakers, Practitioners, Researchers
Abstract: Noting that State budgeting for higher education is a complex, multifaced process influenced by conditions outside both State government and higher education, this monograph addresses nine budgeting concerns. It is emphasized that all participants, from the State level agency to the department within an institution, should be aware of the overall picture of State budgeting for higher education.(190 references) (LPT)
ERIC No.: ED327130

Comparative Financial Statistics for Public Community and Junior Colleges 1989-90

Author: Dickmeyer, Nathan; Cirino, Anna Marie
Corporate Source: American Association of Community and Junior Colleges, Washington, DC; Association of Community College Trustees, Annandale, VA; National Association of College and University Business Officers, Washington, DC.
Publication Date: Feb 1991
Note: 104p. For the 1988-89 report, see ED 316 293.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Availability: National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 ($25.00).
Availability: EDRS Price - Microfiche $1.16 Plus Postage. Paper Copy Not Available from EDRS.
Target Audience: Practitioners, Researchers, Policymakers
Abstract: This report presents comparative financial information from two national surveys of 531 public community and junior colleges for fiscal year (FY) 1989-1990. There are worksheets to facilitate comparative analyses of expenditures, revenues, staffing, course enrollment distributions, and student/staff ratios. The authors found that between FY89 and FY90: (1) Per-student appropriations decreased by 1.5 percent from $2,863 to $2,821; (2) academic expenditures increased by 1 percent from $2,480 to $2,504, while administrative expenditures dropped by almost 3 percent; and (3) the median college spent $5,129 per credit full-time equivalent student in FY90; an increase of 103 percent from the previous year. (JMC)
ERIC No.: ED330403

Tough Choices: A Guide to Administrative Cost Management in Colleges and Universities

Corporate Source: Cresap, Rosslyn, VA.
Publication Date: [1990
Note: 53p.
Sponsoring Agency: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Availability: Cresap, 10019 19th Street N., Suite 1500, Rosslyn, VA 22209-1722 or United States Department of Education Office of Planning, Budget and Evaluation, Room 4049, 400 Maryland Avenue, South West, Washington, DC 20202-4110.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: Institutions of higher education can

manage and contain costs without jeopardizing key services through a comprehensive cost-management study. Such a study is based on four factors that determine success; a holistic, long term; strategic plan; a plan that is focused on people and work; a plan that is alert to cost/benefit tradeoffs; and a plan that includes seven basic components described as the document. Results should include a series of actions to improve services and reduce costs. (LPT)
ERIC No.: ED327111

Undergraduate Financial Aid Awards: A Report of the 1987 National Postsecondary Student Aid Study. Analysis Report

Author: Stowe, Peter
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Sep 1990
Note: 121p.; Data Series: SP-NPSAS-86/87-5.
Report Number: NCES-90-332
Availability: EDRS Price - Microfiche $1.15/Paper Copy $15.60 Plus Postage.
Abstract: This report, based on the 1987 National Postsecondary Student Aid Study, provides information on how different sources and types of student financial aid were combined to produce student aid awards or packages for 34,544 undergraduate students. Aid awards are examined by the source of aid, type of aid, and combination of sources and types. Among the findings: (1) of all the financial aid supplied to undergraduates, the Federal Government supplied 62 percent; (2) among aided undergraduates, a larger proportion of borrowers was found among those in higher than in lower income brackets; (3) 36 percent of aided undergraduates received Pell grants in their aid awards, with 5 percent receiving Pell grants alone; and (4) 42 percent of aided undergraduates received Guaranteed Student Loans, with 11 percent receiving these loans alone. Appendixes include detailed tables, technical notes, components of the grants only award and all aid awards by source and type of aid. (JDD)
ERIC No.: ED326145

College Costs 1989-90. Basic Student Charges at 2-Year and 4-Year Institutions. Survey Report

Author: Broyles, Susan G.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Aug 1990
Note: 100p.; Data Series: DR-IPEDS-89/90-8.21.
Report Number: NCES-90-380
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Abstract: This report provides statistics collected during the 1989-90 school year concerning the tuition and fees, and the room and board charges required of full-time students at nearly 4,000 U.S. colleges. The report gives costs for a typical student to attend college and is designed for comparative purposes only. The college costs are divided into two sections: the first deals with all institutions offering programs of at least 2 years but less than 4 years duration; the second lists institutions offering a bachelor's degree or higher. Schools are listed alphabetically by State within each section. Following each State listing is the State average for each category of cost, based on the number of institutions reporting such charges. (GLR)
ERIC No.: ED325028

Reducing Student Loan Defaults: A Plan for Action

Author: Farrell, Mary
Corporate Source: Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Publication Date: 1990
Note: 89p.
Availability: Federal Student Aid Information Center, U.S. Department of Education, Washington, DC 20208-4245.
Availability: EDRS Price - Microfiche $1.15/$12.48 Plus Postage.
Abstract: The number of Federal Guaranteed Student Loan defaults and the associated Federal costs are increasing; this handbook is an effort to protect students, increase accountability, and reduce default costs. It offers postsecondary institutions, lenders, guarantee agencies, accrediting agencies, and states practical suggestions to reduce defaults; discusses the problem of the rising cost of student loan defaults; and examines which students default and why. It profiles organizations that have employed interesting and innovative approaches to reducing defaults. Appendixes outline borrowers' rights and responsibilities, ramifications of default, and include a sample repayment table, budget worksheets, options for repayment, and a glossary. (JDD)
ERIC No.: ED323879

Current Student Aid and Other Related Regulations (Through September 1989)

Corporate Source: Office of Student Financial Assistance (ED), Washington, DC.
Publication Date: 1990
Note: 325p.
Availability: EDRS Price - Microfiche $.86/Paper Copy $26.39 Plus Postage.
Abstract: The authors set out the final Federal regulations for student financial aid and related concerns through September 1989. Regulations covered include: family educational rights and privacy; institutional eligibility under the Higher Education Act of 1965, as amended; student assistance general provision; Income Contingent Loan Program; Supplemental Educational Opportunity Grant Program; College Work-Study Program; Guaranteed Student Loan Program (Stafford Loan Program); Pell Grant Program; and State Student Incentive Grant Program. (LMI)
ERIC No.: ED322617

All documents are available from the ERIC Document Reproduction Service (EDRS) at (1-800-443-ERIC) ; where appropriate, other sources of availability are also indicated.

What Are Academic Administrators Doing To Improve Undergraduate Education? Accent on Improving College Teaching and Learning

Author: Genthon, Michele
Corporate Source: National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: NCRIPTAL-R-8
Availability: NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Availability: EDRS Price - Microfice $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This paper presents results of a study of chief academic officers of 1,053 institutions on improving undergraduate education. The most commonly reported academic practices for improvement were faculty recruitment, selection, and promotion processes and academic planning; the least used were student assessment and academic administrative leadership practices. Chief academic officers considered faculty-related practices the most effective, and instructional development practices the least effective. Two-year colleges were more likely to have introduced new academic management practices recently, comprehensive institutions were more likely to have such practices in place, and four-year institutions were more likely to rate the existing practices as effective. The paper also discusses the Center's Academic Management Practices Inventory. (GLR)
ERIC No.: ED332614

The Graduate School: Teaching and Research Support in Higher Education

Author: McFerron, J. Richard; and Others
Corporate Source: American Sociological Association, Washington, DC.
Publication Date: May 1991
Note: 317p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Indiana University of Pennsylvania.; Lilly Endowment, Inc., Indianapolis, IN.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $41.60 Plus Postage.
Target Audience: Teachers, Administrators, Practitioners
Abstract: This monograph summarizes the data from a study that evaluated how university deans, department chairmen, and faculty view teaching-related activities. This study was prompted by a methodological problem that limited the analysis of a similar, earlier study. The bulk of the document consists of a series of tables. Many of these tables permit comparisons between disciplines. There is an index to the tables which are also cross-referenced by category. (JB)
ERIC No.: ED333819

Models for Conducting Institutional Research. New Directions for Community Colleges, Number 72

Author: MacDougall, Peter R., Ed.; Friedlander, Jack, Ed.
Corporate Source: ERIC Clearinghouse for Junior Colleges, Los Angeles, CA.
Publication Date: 1990
Note: 109p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Researchers
Abstract: State and accrediting agencies are now requiring community colleges to document their success in areas such as basic skills and remediation, general education, major-field content, student development, transfer effectiveness, job training and placement, and fiscal accountability. This volume presents some mandates for institutional effectiveness and a range of institutional research models. The book includes nine articles, including: "The Decentralized Research Model," by Peter MacDougall, Jack Friedlander, Elaine Cohen, and John Romo; "The Centralized-Decentralized Research Model," by

Marylin Orton; and "Responding to Mandates for Institutional Effectiveness," by Jack Friedlander and Peter R. MacDougall. (PAA)
ERIC No.: ED330419

Conceptualizing Leadership and Assessing Leader Attributes

Author: Moss, Jerome, Jr.; Johansen, Barry-Craig
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Jun 1991
Note: 30p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (Order Number MDS-187: $2.50).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: Research shows that some attributes common to successful leaders (characteristics, knowledge, and skills) can be significantly influenced by education. This study identified 37 attributes most likely to predispose leadership behaviors and assembled them into the Leader Attributes Inventory. Three forms are of the Inventory are available: (1) a self-rating form; (2) a form for rating others; and (3) a retrospective self-rating form. Studies have demonstrated the Inventory's effectiveness. (29 references) (YLB)
ERIC No.: ED333178

Improvement for Undergraduate Education in Texas: College-Level Competencies

Author: Lopez, Gloria Ann
Corporate Source: Texas Higher Education Coordinating Board, Austin.
Publication Date: Mar 1990
Note: 22p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The report describes a 2-year Texas project that identified academic competencies needed by first-year college students in reading, writing, mathematics, and critical thinking. Presentations at conferences and educational meetings brought these competencies and their implications to the attention of over 300 Texas educators. Additional project goals were: more consistency in the content of introductory college-level courses; development of guidelines for placing underprepared students into remedial and developmental classes; facilitation of credit transfer from 2-year to 4-year institutions; and increased awareness of needed academic competencies by high-school students, their parents, and counselors. (DB)
ERIC No.: ED332650

Bridging the Gap Between Education Research and College Teaching. Accent on Improving College Teaching and Learning

Author: Angelo, Thomas A.
Corporate Source: National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Publication Date: 1990
Note: 7p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: NCRIPTAL-R-9
Availability: NCRIPTAL, 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-1259 (free with self-addressed stamped envelope).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: The author discusses how research and teaching can enhance classroom learning by involving the faculty in classroom research. By classroom assessment, the author refers to efforts to understand learning, not to classify the learners through tests and quizzes. He gives two examples of classroom assessments and discusses the three

major benefits that faculty reported as a result of their involvement in classroom assessment/research: additional contact with colleagues about teaching and learning; favorable student responses to the assessment process; and the enjoyment gained from studying teaching and learning. (GLR)
ERIC No.: ED332615

Preparing School Administrators. ERIC Digest Series Number EA 57

Author: Klauke, Amy
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, OR
Publication Date: 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-EA-90-11
Availability: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This ERIC Digest describes issues involved in improving administrator preparation programs. A literature review identifies appropriate skills and methods for administrator training and summarizes recommendations such as application of theory to practice and development of full-time internships; school/university collaboration; mentorships; and networks of school districts, universities, policymakers, and communities. The digest also discusses increasing the percentage of women and minorities in administrative positions. (11 references) (LMI)
ERIC No.: ED326939

A Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina. Final Report

Author: Jaeger, Richard M. and Others
Corporate Source: North Carolina University, Greensboro. Center for Educational Research and Evaluation.
Publication Date: Oct 1989
Note: 47p.
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $4.06 Plus Postage.
Abstract: This project tried to ease the severe underrepresentation of minority faculty members among U.S. educational researchers by increasing opportunities for selected faculty in the historically black institutions of the University of North Carolina to engage in educational research, and informing those institutions of the support research faculty need. The project also worked to strengthen a network of existing educational research partnerships. (JDD)
ERIC No.: ED322857

Degrees Conferred in Institutions of Higher Education, by Race-Ethnicity and Sex: 1976-77 through 1986-87. Survey Report

Author: Gordon, Henry; Brown, Patricia Q.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Oct 1990
Note: 51p.; Data Series: DR-IPEDS-86/87-7.2.
Report Number: NCES-90-381
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: This report summarizes data on higher education degrees conferred in the United States in the decade between 1976-77 and 1986-87. Information is given in textual and tabular form, and data are detailed by race/ethnicity; sex; and field of study for bachelor's, master's, doctor's, and first professional degrees. It also provides data on degrees awarded to nonresident aliens and associate degrees conferred. Highlights include the number of bachelor's degrees awarded increased 8.3 percent during the period with all of the increase attributable to increased degrees earned by women; bachelor's degrees awarded to black students declined slightly; the number of master's degrees declined slightly but doctor's and first professional degrees increased; all racial/ethnic groups earned substantially more first professional degrees in 1986-87 than in 1976-77; most doctor's degrees were in education or the sciences; and the number of doctor's degrees earned by nonresident aliens increased sharply. (DB)
ERIC No.: ED326151

Salaries of Full-Time Instructional Faculty on 9- and 10-month Contracts in Institutions of Higher Education, 1979-80 through 1989-90. E.D. TABS

Author: Brown, Patricia Q.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jul 1991
Note: 54p.; Data Series: DR-IPEDS-89/90-6.1.
Report Number: NCES-91-216
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This report presents the results and analysis of data on salaries of full-time instructional faculty on 9- and 10-month contracts. The data were collected through the Integrated Postsecondary Education Data System for the academic years 1987-88 and 1989-90. The figures show percentage change in average salaries adjusted for inflation and average salaries in constant dollars by academic rank 1979 to 1990. The 22 tables display the data in various combinations using the following variables: academic year, rank, academic rank, type of institution (private, public, two-year), sex, Consumer Price Index, and state. (JB)
ERIC No.: ED334947

Enrollment in Higher Education, Fall 1989. E.D. TABS

Author: Schantz, Nancy Borkow; Pluta, Mark J.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jul 1991
Note: 51p.; Data Series: DR-IPEDS-89/90.
Report Number: NCES-91-217
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This report presents enrollment data for higher education institutions in the 50 states and the District of Columbia, including enrollment statistics by selected institutional and student characteristics. Findings include the following: since 1988, a 3 percent increase in higher education enrollment; a 2 percent increase in private school enrollment; a 3 percent increase in public school enrollment; and a drop of 1.8 percent in enrollment of first-time freshmen with a greater decrease for women than for men. However, the number of women in postbaccalaureate programs increased more than the number of men in such programs. (JB)
ERIC No.: ED334945

The Condition of Education 1991. Volume 1: Elementary and Secondary Education

Author: Ogle, Laurence T.; and Others
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jun 1991
Note: 305p.; For Volume 2, see EA 022 982. For 1990 edition, see ED 317 626.
Report Number: NCES-91-637
Availability: EDRS Price - Microfiche $1.16/Paper Copy $41.60 Plus Postage.
Abstract: The status of education in 1991 is summarized in two volumes of education indicators. This volume presents 30 indicators for elementary and secondary education that fall under the headings of student progression and outcomes, context, and resources. For each indicator there is an introductory text, a few highlighted items, a text table, and charts. There are also technical supporting data, supplemental information, data sources, an index, and a glossary. New indicators include: (1) high school completion rates; (2) employment rates of recent high school graduates and dropouts; (3) enrollment in mathematics and science course; and (4) international comparisons of public spending on elementary and secondary education. (MLF)
ERIC No.: ED330121

Light and Shadows on College Athletes: College Transcripts and Labor Market History

Author: Adelman, Clifford
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: Dec 1990
Note: 47p.
Report Number: OR-91-504
Availability: Superintendent of Documents, United States Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: Data from the National Longitudinal Study of the High School Class of 1972 were used to evaluate the contention that big-time college sports exploit athletes, denying them an education that will help them succeed after college. Results suggest that colleges do not exploit athletes, but that the near term educational promises colleges make to students are not being kept. Includes 17 tables. (19 references) (LPT)
ERIC No.: ED327112

State Higher Education Profiles (SHEP), Third Edition. A Comparison of State Higher Education Data for FY 1987

Author: Barbett, Samuel F. and Others
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Aug 1991
Note: 919p.
Report Number: NCES-91-400
Availability: EDRS Price - Microfiche $2.41/Paper Copy $118.40 Plus Postage.
Abstract: This document profiles higher education for FY 87. The report presents various statistics and indicators relating to state involvement, support, and performance in higher education. It indexes each state statistic to a national average and ranks states on selected statistics. National data cover number and size of institutions, full- and part-time distribution, enrollment, revenues, total education and general expenditures, scholarship and fellowship expenditures, salaries, and distribution of degrees. State ranking tables highlight enrollment, salaries, revenues, endowment income, various types of expenditures, Pell Grants, research expenditures, library expenditures, and appropriations. The report profiles each of the 50 states and the District of Columbia, providing data on enrollment, full-time faculty, revenues, expenditures, financial aid, degrees and other formal awards conferred. (JB)
ERIC No.: ED334948

The Condition of Education 1991. Volume 2: Postsecondary Education

Author: Alsalam, Nabeel; Rogers, Gayle Thompson
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Jun 1991
Note: 306p. For Volume 1, see EA 022 981. For 1990 edition, see ED 317 627.
Report Number: NCES-91-638
Availability: EDRS Price - Microfiche $1.16/Paper Copy $41.60 Plus Postage.
Abstract: The authors present 30 indicators taken from a variety of studies that collectively describe the condition of postsecondary education. The indicators measure changes regarding both institutions and students in terms of finances (expenditures per student and financial aid) and human resources (faculty salaries and teaching workloads). There are also measures of degrees granted and research completed. Other indicators include: (1) timing of entry to college; (2) baccalaureate field of study by sex; and (3) starting salaries of college graduates. There are also discussions of minorities and women in higher education and access, persistence, and completion rates. (MLF)
ERIC No.: ED330122

Price and Quality in Higher Education

Author: Gilmore, Jeffrey L.
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
Publication Date: Oct 1990
Note: 147p.
Report Number: OR-90-518
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Abstract: This study of 502 private, general baccalaureate institutions examined relationships between charges for tuition and traditional measures of institutional quality (such as selectivity, reputation, financial and physical resources, curricular diversity, student-faculty ratios, library holdings, and graduate school placements). The study tested an explanatory model of institutional effectiveness that considers the effects of finances as well as institutional characteristics, and identifies the structural elements underlying institutional performance on student outcomes (represented by an Educational Progress variable, which is a composite of freshman grade point average, sophomore retention, and graduation rates). Findings showed that consumer price was positively and significantly correlated with 27 variables representing institutional quality. Certain specific institutional characteristics, especially academic enrichment programs and student activities, may be more effective than others in promoting student educational progress. (154 references) (JDD)
ERIC No.: ED326146

College Choice: Understanding Student Enrollment Behavior. ASHE-ERIC Higher Education Report No. 6

Author: Paulsen, Michael B.
Corporate Source: Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC. School of Education and Human Development.
Publication Date: 1990
Note: 121p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Department RC, Washington, DC 20036-1183 ($17.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This report discusses enrollment planning by colleges and universities as it relates to why students choose one college over another. The author discusses the factors that cause enrollment fluctuations and examines micro-level studies of

college choice behavior; these are used to estimate the effects of institutional and student characteristics on the probability that a particular individual will choose a particular college. Finally, he presents information on the factors important to students of nontraditional age in making college decisions and the factors that create a desire to attend college. (227 references) (GLR)
ERIC No.: ED333855

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1990. Early Estimates. Survey Report

Author: Gordon, Henry A.; Ave, Eunice
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Mar 1991
Note: 18p.; Data Series: DR-IPEDS-90/91-2.
Report Number: NCES-91-215
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report provides early estimates of Fall 1990 enrollment and academic year 1989-90 completions for all postsecondary institutions in the United States. Tables display data for enrollment by sex, attendance status, attendance level of student, and by level and control of institution; for degrees and other formal awards conferred by level of award and sex of recipient; for college-age populations; and for numbers of postsecondary institutions in the United States. Fall 1990 enrollment at postsecondary institutions increased about three percent over Fall 1989 enrollment, and the only change in degrees and other formal awards conferred in 1989-90 was an increase of eight percent in degrees earned by women. (JDD)
ERIC No.: ED329190

The State Role in Promoting Equity

Author: Richardson, Richard C., Jr.
Corporate Source: Education Commission of the States, Denver, CO; National Center for Postsecondary Governance and Finance, Tempe, AZ.
Publication Date: Jun 1990
Note: 33p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Education Commission of the States Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. MP-90-1, $5.00 plus $1.75 postage and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This report examines the progress and difficulties that States are having in assuming more of a moral and practical leadership role in achieving equity in higher education among minorities. The report discusses the fundamental dilemma States face in trying to foster greater institutional responsiveness to changing demographics. It examines two measures of progress towards equity: an estimate of the differences between majority and minority participation rates, and an estimate of differences in graduation rates attributable to the effects of race and ethnicity. The report discusses the problems of convincing a State's colleges and universities that improving minority participation and graduation rates should be high on their agenda, as well as efforts used to influence them to act. Finally, it suggests ways a State can achieve educational equity in its colleges and universities. (19 references). (GLR)
ERIC No.: ED325057

National Higher Education Statistics: Fall 1990. Early Estimates. Survey Report

Author: Ave, Eunice
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Dec 1990
Note: 18p. Text contains light print.
Report Number: NCES-91-369
Availability: United States Department of Education, Office of Educational Research and Improvement, Information Services, Room 300, 555 New Jersey Avenue, North West, Washington, DC 20208-5641.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report presents preliminary statistics on enrollment and degrees awarded for higher education in the United States. In 1990, fall enrollment in colleges and universities increased 3.4 percent over that for 1989. Total awards of associate and higher degrees rose about 2.7 percent in the 1989-90 academic year. Women accounted for almost all of the increase nationally. Nine tables show the following statistics (mostly by sex): enrollment by attendance status, attendance level of student, and level and control of institution (fall of 1989 and 1990); degrees conferred by control of institution and/or level of degree (1969-70 to 1989-90); and college-age population by age group (1970 to 1990). (TJH)
ERIC No.: ED328615

Profile of Undergraduates in American Postsecondary Institutions. Survey Report

Author: Choy, Susan P.; Gifford, Antoinette G.
Corporate Source: MPR Associates, Berkeley, CA.
Publication Date: Sep 1990
Note: 192p.; Data Series: NPSAS-87.
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Report Number: NCES-90-353
Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Availability: EDRS Price - Microfiche $1.15/$24.96 Plus Postage.
Abstract: Using data from the 1986-87 National Postsecondary Student Aid Study (NPSAS) and other sources, this statistical report profiles undergraduate students enrolled in postsecondary institutions. It provides information about overall undergraduate enrollments; demographic and socioeconomic characteristics; academic preparation; enrollment characteristics; sources of financial support; and educational objectives and college choice. The report includes extensive graphs and data tables. (TJH)
ERIC No.: ED325483

"High Risk" Students and Higher Education: Future Trends. ERIC Digest

Author: Jones, Dionne J.; Watson, Betty Collier
Corporate Source: ERIC Clearinghouse on Higher Education, Washington, DC; George Washington University, Washington, DC.
Publication Date: Sep 1990
Note: 3p.; For the report on which this digest is based, see ED 321 726.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-HE-90-3
Availability: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: Student attrition is a major problem for American colleges and universities because an increasing number of enrollees fit the demographic and socioeconomic profile of high-risk. These are students who, in general, consist of minorities, the academically disadvantaged, the disabled, and those of low socioeconomic status. Understanding attrition and risk is critical to achieving success among the high-risk group by the 21st century.

Most students begin school with positive attitudes; however, differences in race, gender, and social class often begin to emerge in early childhood education and increase through high school and college. Through negative conditioning, such as prejudice and lack of understanding by teachers, low self-esteem is unintentionally created and nurtured. High-risk students must be challenged to develop academic and non-academic skills and competencies associated with success in college, and teachers, counselors, and administrators must persist in seeing that programs are completed through appropriate nurturing behavior. (GLR)
ERIC No.: ED325033

State Testing of Teachers: The 1990 Report. ERIC Digest

Author: Childs, Ruth Axman; Rudner, Lawrence M.
Corporate Source: American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-TM-90-3
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This report summarizes the results of the annual survey of State teacher testing programs in 1990. Results show that 46 states required teacher testing in 1990, 27 states use admissions tests of various types, and 36 states use certification tests. Certification tests assess basic skills in 26 states, professional skills in 25 states, and subject knowledge in 24 states. The information for all states is also presented in table form listing the test used, passing rate, and passing scores for both admission and certification tests, and, where appropriate, information on coverage area. (TJH)
ERIC No.: ED328605

Teacher Evaluation: Five Keys to Growth. "A Training Program for Effective Evaluation.

Author: Rose, Mary; And Others
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR
Publication Date: Feb 1990
Note: 303p.; Some sections of this document are typed on colored pages. The user's guide has many pages with light, fading type.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $40.56 Plus Postage.
Target Audience: Administrators, Practitioners
Abstract: This manual describes a five module training program for teacher evaluation which provides educators who evaluate classroom instruction with the tools that result in professional growth for the teachers and improvement of classroom instruction. Joint participation by teachers and administrators is encouraged in all phases of the evaluation process. The modules follow a sequential procedure (module overview, training agenda, activity instruction sheets, participant handouts, and hard-copy transparencies) and include all back-up materials. An appendix contains a "Teacher Education Profile (TEP) User's Guide". (JD)
ERIC No.: ED327500

The Effects of Testing Project: The Effects of Testing on Teaching and Learning

Corporate Source: Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
Publication Date: Nov 1990
Note: 71p.; Prepared by the University of California at Los Angeles Center for the Study of Evaluation in collaboration with the University of Colorado, National Opinion Research Center at the University of Chicago, and Arizona State University. The two papers were presented at the Annual Meetings of the California Educational Research Association (Santa Barbara, CA, November 1990) and the American Educational Research Association (Boston, MA, April 16-20, 1990), respectively.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: Two papers are presented as part of the Effects on Testing Project. "The Effects of Testing on Teaching and Learning" (Joan Herman, Shari Golan, and Jeanne Dreyfus) describes a study focusing on standardized, norm-referenced tests. The study found that significant pressure on teachers improved test scores, teacher attention to test scores, and instructional time devoted to testing. "Psychometricians' Beliefs about Learning" (Lorrie

A. Shepard) examined, through interviews, the beliefs of 50 school district test specialists about learning. A majority operated from implicit learning theories encouraging close alignment of tests with curriculum and the judicious teaching of tested content. (SLD)
ERIC No.: ED327572

Motivation, Rewards, and Incentives. Trends and Issues Paper Number 3

Author: Dilworth, Mary E.
Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: Apr 1991
Note: 21p. Adapted from "Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures" (ED 322 148).
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412 ($12.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Because length of service is a significant indicator of job satisfaction among teachers, the author examined the factors that contribute to long careers and found that they vary with nationality, socioeconomic background, and gender. Rewards and incentives play a key role, and teachers generally get more satisfaction from intrinsic rewards, such as the fulfillment of contributing to the development of a child, than from extrinsic rewards such as compensation and position. However, there are different perceptions among ethnic groups regarding general satisfaction, various types of rewards, colleagues and individuals in authority, and certain types of children. (IAH)
ERIC No.: ED330692

Teachers Incentives from the Inside: Five Studies by Teacher-Researchers. Attracting Excellence: Call for Teacher Incentives Series

Author: Dorman, Arthur, Editor; Fulford, Nancy, Editor
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: Feb 1990
Note: 174p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, North Central Regional Educational Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number CTI-801; $8.50).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $21.84 Plus Postage.
Abstract: This report presents five studies by teacher-researchers on teacher incentive programs. It includes descriptions of the five programs, information on the teacher-researcher role, and the kinds of support necessary for facilitation. It is concluded that increased professional opportunities and recognition lead to increased teacher motivation and satisfaction. Recommendations are made for a diverse approach that offers extrinsic as well as monetary rewards. (LMI)
ERIC No.: ED327928

Assessment Component of the California New Teacher Project: First Year Report

Author: Estes, Gary D. and Others
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: Mar 1990
Note: 211p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $18.27 Plus Postage.
Abstract: This paper reports on the development and pilot testing of innovative methods of evaluating new teachers for certification and to improve the quality of teaching. The work was conducted as part of the California New Teacher Project. (JD)
ERIC No.: ED323197

Professional Development Schools and Educational Reform: Concepts and Concerns. ERIC Digest 91-2

Author: Abdal-Haqq, Ismat
Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: Sep 1991
Note: 4p.; For a related document, see ED 316 548.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SP-91-2
Availability: ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: This digest provides an overview of a new institution, the professional development school (PDS), and its place in improving public schooling. In recent years, the literature has suggested that public schools as they exist today cannot adequately prepare tomorrow's teachers. The PDS, a collaboration between universities and local school districts, is an exemplary, functioning public school that has as one of its fundamental missions the professional development of preservice, novice, and practicing teachers. The PDS' role in improving practice and preparing teachers is analogous to the role of teaching hospitals in the medical profession. They are clinical sites where professional standards of practice are developed, refined, and institutionalized; where cohorts of teaching interns participate in structured induction programs; where both teaching practice and induction are knowledge based; and where inquiry, research, and reflection are used to continually test, refine, and expand this knowledge base. (LL)
ERIC No.: ED335357

Preparation of Middle School Teachers ERIC Digest 90-1

Author: Harnett, Anne Marie
Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SP-90-1
Availability: ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Early adolescent learners have special personal, social, and educational needs that can be met more appropriately in a middle school (grades 6-8) than in an elementary or junior high school. This digest reviews some of the literature on middle grades teacher preparation. It focuses on the following topics: (1) characteristics and needs of early adolescents (ages 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a teacher education curriculum that would adequately prepare teachers for these schools and programs. (LL)
ERIC No.: ED335356

A National Survey of the Experiences of Beginning Vocational Teachers

Author: Heath-Camp, Betty; Camp, William G.
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: Apr 1991
Note: 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991). For related documents, see ED 303 628, ED 312 501, ED 328 747-749, and CE 058 056.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: A national survey examined the experiences of beginning vocational teachers to determine the assistance they need and to compare these needs to what they received. Only 25 percent were in beginning teacher assistance programs; slightly over half had a mentor or buddy teacher. The most common form of assistance was feedback

from the principal. Almost a quarter did not receive a curriculum guide for a course they had never taught. The authors recommend that administrators: give beginning teachers curriculum guides and instructional materials; spread inservice programs over the year; and give teachers released time for planning. (12 references) (YLB) [] 106
ERIC No.: ED332040

Preparing Teachers of Literacy. Technical Report Number 535

Author: Armbruster, Bonnie B.; and Others
Corporate Source: Bolt, Beranek and Newman, Inc., Cambridge, MA; Operation Read, Inc., Lexington, KY.
Publication Date: Jul 1991
Note: 10p.
Sponsoring Agency: Andrew W. Mellon Foundation, New York, NY; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The Language and Literacy Block attempts to improve the preparation of elementary teachers to teach literacy. It is a component of a year-long preservice teacher education program that is a collaborative enterprise between the University of Illinois and a local school district. Some of its key features include: (1) joint planning and implementation by university and school faculty; (2) an integrated approach to teaching language by combining reading methods, language arts methods, and children's literature; and (3) situated learning to teach literacy, partly through the use of videotaped student lessons. (Author/RS)
ERIC No.: ED333353

Supporting Beginning Teachers of At-Risk Students

Author: Eckert, Virginia A.; Bey, Theresa M.
Corporate Source: Southeastern Educational Improvement Laboratory, Research Triangle Park, NC.
Publication Date: Nov 1990
Note: 68p.; Appendix B not included in copy received by ERIC.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This report addresses the need for teacher induction programs and presents several support mechanisms for new teachers. The report has five sections. Section 1 discusses at-risk students: who they are, their characteristics and instructional needs, and the implications for beginning teachers. Section 2 focuses on new teachers and their needs. Section 3 discusses support systems for new teachers. Section 4 discusses what teachers, instructional leaders, and supervisors need to know about at-risk students. Section 5 presents conclusions. Three appendixes support information discussed in the text, and four pages of references conclude the report. (JD)
ERIC No.: ED331786

Developing Teachers' Leadership Skills. ERIC Digest

Author: Gehrke, Nathalie
Corporate Source: ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: Apr 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-SP-90-5
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: Teacher leaders (e.g., department chairs, team and grade leaders, and curriculum committee chairs) often learn the skills they need in their leadership roles on their jobs, while also teaching full- or part-time. The author is attempting to find a more systematic approach through which they can develop the skills they need. She concludes that beginning teacher assistance programs, experience with school-centered decision making (site-based management), and professional development schools offer the greatest opportunities. (SM)
ERIC No.: ED330691

Interpreting Research for Practice: A Case of Collaboration

Author: Leinhardt, Gaea; Grover, Barbara
Publication Date: Nov 1990
Note: 43p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
Sponsoring Agency: National Science Foundation, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: The authors studied the collaboration between teachers and researchers at summer workshops intended to improve mathematics education by making information about the latest research available to teachers. The workshops were sponsored by the American Federation of Teachers and the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania). The authors focus on the contrast between the 1988 and 1989 workshops. In 1988, the dialogue needed to accomplish the project's goals was not achieved. In 1989, two additional teachers participated, and interactions were less formal. Two tables and eight bar graphs illustrate the study. (SLD)
ERIC No.: ED331873

Gender/Ethnic Expectations and Student Achievement (GESA). Teacher Handbook

Author: Graysol, Delores A.; Martin, Mary Dahlberg
Publication Date: 1990
Note: 188p.
Sponsoring Agency: Los Angeles County Office of Education, Downey, CA.; Women's Educational Equity Act Program (ED), Washington, DC.
Availability: Graymill Publications, 29 352nd Place, Earlham, IA 50072 ($20.00).
Availability: Document Not Available from EDRS.
Abstract: The authors prepared this workbook for teachers participating in the Gender/Ethnic Expectations and Student Achievement (GESA) program. GESA is based on the premise that teachers must confront gender, race, and ethnic bias in their interactions with students. Participants attend a series of five, 3-hour workshops in which they review curriculum materials that address equity issues. They then examine the affect of their own behavior on classroom disparity, paying particular attention to: (1) instructional contact; (2) grouping and organization; (3) classroom management; (4) enhancing self-esteem; and (5) evaluation of student performance. There is a 264-item bibliography, checklists, reporting forms, and other materials. (FMW)
ERIC No.: ED331944

Recruiting and Retaining Minority Teachers: A National Perspective

Author: Dorman, Arthur; And Others
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: 1990
Note: 10p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This policy brief consists of a report on the status of minority teachers with emphasis on the states served by the North Central Regional Educational Laboratory. The brief examines the causes of the decline of minority group teachers, its impact on minority students, and some of the strategies that will address the problem. One section outlines action and agendas for Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Commentaries examine new strategies for producing more minority teachers and a plan for the recruitment and retention of minority teachers in Milwaukee. References and resources are included. (JD)
ERIC No.: ED329542

Mentor Teacher. A Leader's Guide to Mentor Training

Author: Little, Judith Warren, Editor; Nelson, Linda, Editor
Corporate Source: ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Far West Laboratory for Educational Research and Development, San Francisco, Calif.
Publication Date: Feb 1990
Note: 227p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publication Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($20.00; $25.00 with binder; $2.00 handling charge on all billed orders).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $31.20 Plus Postage.
Target Audience: Practitioners
Abstract: This guide presents the program that Los Angeles Unified School District uses to prepare teachers to be mentors. In several sections (Orientation to the Mentor Role, Assisting New Teachers, Classroom Organization and Management for New Teachers, and Classroom Consultation, and Observation and Coaching), the guide represents the original 30-hour program. Two sections reflect revisions and additions: The Mentor as Staff Developer and Cooperation between the Administrator and the Mentor. Each section contains an overview, a brief preview of the concepts in the section, and an inventory of other resources and references. Numerous handouts and transparencies are also included. (SI)
ERIC No.: ED328940

Increasing the Quality and Supply of Administrators in the Northeast: A Northeast Regional Credential for Administrators. A Policy Brief Prepared for the Commissioners of Education in the Northeast and the Administrator Standards Working Group of the Northeast Common Market

Author: Title, David
Corporate Source: Regional Laboratory for Educational Improvement of the Northeast and Islands, Andover, MA.
Publication Date: 1990
Note: 42p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Publications, Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810 (Order Number 9074; $6.15 plus $2.50 shipping and handling).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This paper discusses the development of a regional credential for administrator certification as a means to increase the supply of qualified applicants for educational administrative positions in the Northeast and addresses relevant issues and barriers to success. Recommendations call for an outcome-based assessment of administrator training program graduates, development of a regional credential, and establishment of a regional task force. Appendixes include generic standards for program approval, specific evaluation criteria for educational administration programs, and recent State efforts to review administrator certification. (18 references) (LMI)
ERIC No.: ED327940

Professional Development Schools

Author: Kennedy, Mary M.
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: 1990
Note: 17p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISSN-0896-3932
Availability: Michigan State University, National Center for Research on Teacher Education, College of Education, 116 Erickson Hall, East Lansing, MI 48824-1034.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This journal issue features a review of the edited volume, "Building a Professional Culture in Schools," and an interview with Charles Thompson, the associate dean for clinical studies at Michigan State University's College of Education. The review discusses the book's three major sections: one arguing for new professional roles for teachers; a second describing recent efforts in this direction; and a third focusing on obstacles to promoting pervasive change in schools. The interview presents professional development schools (PDS) as more than sites for preparing new teachers. They are also settings for creating a new form of education that reflects the kind of teaching and learning needed to respond to the social, demographic, and economic realities of the late 20th- and 21st-century United States. The interview also discusses organizational changes needed to facilitate changes in teaching and learning. (IAH)
ERIC No.: ED326516

Roles and Authority of States in Policies for Teachers and Teaching. Trends and Issues Paper Number 2

Author: Scannell, Marilyn M.
Corporate Source: American Association of Colleges for Teacher Education, Washington, DC; ERIC Clearinghouse on Teacher Education, Washington, DC.
Publication Date: Nov 1990
Note: 40p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: ISBN-0-89333-076-0
Availability: ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2450 ($12.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This paper highlights recent trends, issues, and research related to the roles and authority of States in policies for teachers and teaching. A review of literature demonstrates an increased role for State policymakers in education decision making. Decisions typically within the domain of professional educators are now subject to State mandate. Trends, however, suggest that State policymakers will focus their attention more on educational outcomes and accountability systems and less on prescribing how education should be delivered, thus making the role of local institutions increasingly important. While there is major agreement between educators and policymakers that systemic changes in the education system are necessary, there is substantial disagreement on how such change will be achieved. Many policy analysts advocate a capacity-building approach; State policymakers are looking at system-changing policies; e.g., the advocacy of alternative teacher certification programs that bypass traditional education programs entirely. (JD)
ERIC No.: ED325477

What To Do about Differences? A Study of Multicultural Education for Teacher Trainees in the Los Angeles Unified School District

Author: McDiarmid, G. Williamson
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Jul 1990
Note: 34p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: NCRTE-RR-90-11
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.90).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: At the end of their initial year in the Teacher Training Program of the Los Angeles Unified School District, teacher trainees attend a series of presentations entitled Multicultural Week. This paper analyzes the content of the presentations and the teachers' views of stereotypes and of teaching culturally-diverse children both before and after the multicultural presentations. The presentations appear to have little effect on how teachers think about these issues. Questions are raised about the content and pedagogy of multicultural programs. (27 references) (Author/JD)
ERIC No.: ED325441

Teachers' Aspirations for School Improvement: A Participatory Decision-Making Workshop. Facilitator's Manual

Corporate Source: Southeastern Educational Improvement Laboratory, Research Triangle Park, NC.
Publication Date: 1990
Note: 107p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86/Paper Copy $10.15 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This manual lays out guidelines for a teacher workshop on participative decision making. Session topics include: perceptions, creativity, brainstorming, consensus building, and action planning. There are group activities and exercises for workshop facilitators for each topic. Appendices present background information on participative decision making and a sample workshop evaluation form. (LMI)
ERIC No.: ED322619

Beginning Teachers and Computer Networks: A New Form of Induction Support

Author: Merseth, Katherine K.
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Jun 1990
Note: 31p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.90).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: Electronic networking, linking beginning teachers with other beginners and with their former university-based teacher educators, provides a new medium of support. One such network is the Beginning Teacher Computer Network at the Harvard Graduate School of Education. This electronic network offers support and direction to novice teachers in disparate geographic locations during their first year of teaching. This study examines what is gained or lost by substituting a system involving telephone lines and electronic equipment for face-to-face interactions. (Author)
ERIC No.: ED324309

Preparing Leaders in Vocational Education: A Conference Report (Las Vegas, NV, April 25-28, 1990)

Author: Moss, Jerry, Jr.; Johansen, Barry-Craig
Corporate Source: National Center for Research in Vocational Education, Berkeley, CA.
Publication Date: May 1990
Note: 55p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Availability: EDRS Price - Microfiche $.86 Plus Postage. Paper Copy Not Available From EDRS.
Abstract: This document reports on a conference on preparing leaders in vocational education, particularly a paper, "Resources for Leadership Development: Concepts, Criteria, and Examples" (Finch, Gregson), which covers resource concepts and criteria, and includes examples of resources; a nine-item annotated bibliography of resources and services for leadership development; and a list of organizations offering leadership development. (15 references) (CML)
ERIC No.: ED322392

Knowing the Subject and Learning to Teach It: Examining Assumptions about Becoming a Mathematics Teacher. Research Report 90-7

Author: Ball, Deborah Loewenberg; Wilson, Suzanne M.
Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Jun 1990
Note: 21p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
Availability: EDRS Price - Microfiche $.86/Paper Copy $2.03 Plus Postage.
Abstract: The authors compare the mathematical competence and teaching techniques of first-year teachers entering the profession through alternate routes with those entering from standard teacher education programs. The authors found that both groups of novice teachers were about the same: Neither group was well prepared by their studies. (Author/JD)
ERIC No.: ED323207

Volume 1: Academic Subjects. Competing Visions of Teacher Knowledge: Proceedings from an NCRTE Seminar for Education Policymakers (Washington, D.C., February 24-26, 1989). Conference Series 89-1

Corporate Source: National Center for Research on Teacher Education, East Lansing, MI.
Publication Date: Nov 1989
Note: 226p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($13.00).
Availability: EDRS Price - Microfiche $.86/Paper Copy $20.30 Plus Postage.
Target Audience: Policymakers
Abstract: This seminar focused on what teachers need to know to instruct diverse learners and how they learn to do so. The twelve papers presented cover a variety of academic areas, including science, math, history, social studies, and writing. (JD)
ERIC No.: ED323165

Preparing College Teachers to Integrate Math and Language Instruction

Note: See ED331297 pg. 31

Supporting Beginning Teachers of At-Risk Students

Note: see ED331786 pg. 152

Trends and Issues in Library and Information Science 1990

Author: Eisenberg, Michael B. and Others
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: 1990
Note: 75p.; For the 1988 edition, see ED 314 099.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: IR-89
Availability: Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-89; $7.50 plus $2.00 shipping and handling).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This synthesis paper analyzes the library and information science field based on the results of a content analysis of current literature, including selected journals, conference proceedings, dissertations, and ERIC input. The 14 trends and issues identified by the analysis include developments in technology, management, services, professional education, research and the field. Among the trends discussed: the demand for and provision of end-user access to computer-based information resources; the continued growth of CD-ROM technology; output-oriented planning and evaluation processes in libraries; the expanded roles and responsibilities of library and information professionals; and bibliometrics. (MAB)
ERIC No.: ED335061

Technology Education in Elementary Schools. Practice Application Brief

Author: Kerka, Sandra
Corporate Source: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
Publication Date: 1991
Note: 3p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Practitioners
Abstract: Technology education (TE) is a general education program intended to teach students about technological concepts, processes, materials, and systems as well as the impact of technology in society. TE can be taught as a separate course or curriculum, or it can be infused in other subjects. This digest (1) highlights TE's purposes and goals; (2) provides examples of cooperative implementation efforts; (3) describes innovative programs; and (4) details program components. (12 references) (NLA)
ERIC No.: ED334466

What Curriculum for the 21st Century?

Corporate Source: Southwest Educational Development Laboratory, Austin, TX.
Publication Date: Aug 1990
Note: 6p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Target Audience: Policymakers
Abstract: "New Things Considered" reports on trends and issues in education to policymakers and participants in SEDL-SCAN, an emerging issues tracking system. This issue presents brief analyses of the effect of technology on courses and instructional systems. Instead of simply adding new topics to the curriculum, the analysts think it is time to change the way some subjects are taught. The publication also addresses how changes in educational thought might affect the construction of schools, libraries, museums, and parks; proposed new teaching standards in Europe; and the ability of computer users to enter computer-generated worlds called virtual reality. (DB)
ERIC No.: ED332663

Computer Uses in Secondary Science Education. ERIC Digest

Author: Morse, Ronald H.
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: Apr 1991
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-IR-91-1
Availability: ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: The use of computers in science classes should not be limited to computer-assisted instruction. Students who use computers increase their scientific knowledge and reasoning skills as well as their academic achievement. Some teachers are using computers in laboratory activities, and they are also teaching students to search computerized databases. The major obstacle to computers in the classroom is budgetary constraints. Ideally, students would have access to individual microcomputer workstations complete with touch-screen interactive video and computer-managed instruction that would allow them to proceed at their own pace. (8 references) (DB)
ERIC No.: ED331489

Education Policy and Telecommunications Technologies

Author: Sheekey, Arthur D., Ed.
Corporate Source: Office of Educational Research and Improvement (ED), Washington, DC.
Publication Date: May 1991
Note: 92p.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $12.80 Plus Postage.
Target Audience: Policymakers
Abstract: This is a compilation of eight papers that were presented at two conferences co-sponsored by the Office of Educational Research and Improvement in spring 1990. They focus on how to use new telecommunications technologies to improve elementary and secondary education. The papers include: (1) "Technology and Students at Risk of School Failure" (David W. Hornbeck); (2) "Advanced Technologies Innovations and Applications for Distance Learning" (Suzanne G. Douglas and Louis Bransford); (3) "Policies for Educational Technology" (Richard T. Hezel); (4) "Telecommunications and Restructuring" (Saul Rockman); and (5) "Using Technology To Support Professional Development for Teachers and Administrators" (Judson Hixson and Beau Fly Jones). (DB)
ERIC No.: ED331497

Information Technology and the Informed Citizen: New Challenges for Government and Libraries. ERIC Digest

Author: White, Charles S.
Corporate Source: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN; ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: May 1991
Note: 4p.; This digest was produced jointly by the ERIC Clearinghouse on Information Resources and the ERIC Clearinghouse for Social Studies/Social Science Education.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-IR-91-2 EDO-SO-91-4
Availability: EDRS Price - Microfiche $1.16/Paper Copy $3.20 Plus Postage.
Abstract: As electronic technology accelerates the production and transmission of information, it becomes more difficult for the average citizen to access, locate, and interpret it. As a result, the role of libraries, most notably government depository libraries, is even more essential. The author outlines several important issues including the need for government information dissemination policies, the effects of the privatization of information sources, the difficulty in using government information, and equity of access. Libraries must interact effectively with the government, educational institutions, and the commercial sector to successfully meet the information needs of citizens in a 21st-century democracy. (9 references) (MAB)
ERIC No.: ED331528

Telecommunications: Electronic Tools for Chicago School Reform

Author: Walker, Beverly J.; And Others
Corporate Source: North Central Regional Educational Laboratory, Elmhurst, IL.
Publication Date: 1990
Note: 87p.; For the report summary, see ED 327 178.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: North Central Regional Laboratory, 295 Emroy Avenue, Elmhurst, IL 60126 (Order Number URB-901, $8.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $12.48 Plus Postage.
Target Audience: Policymakers, Practitioners
Abstract: This study examined the feasibility and advisability of using telecommunications in the Chicago Public School system to support school reform mandated by recent legislation. Survey research yielded information on the current status of staff development and Local School Council (LSC) training and provided the basis for analyzing future needs and how telecommunications might address those needs. The study concluded that use of telecommunications can and should enhance information and training for parents, community residents serving on LSCs, and teachers and administrators. (DB)
ERIC No.: ED329235

Audiographics Distance Learning: A Resource Handbook

Author: Bradshaw, Dean H.; Desser, Karen
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA
Publication Date: Sep 1990
Note: 74p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Target Audience: Practitioners
Abstract: This handbook is a guide for educators interested in developing an audiographics program. Treated are reasons why educators have turned to audiographics; the ways it is used in different school settings; features and costs of various systems; audiographics hardware and software, system capabilities, and suggested accessories; procuring and installing a system; advice on setting up school schedules and teacher training; teaching strategies and examples of materials; and distance learning's future. Appendixes contain a glossary of terms, evaluation data, long distance-learning educators willing to be resource persons, and prices and vendors of hardware and software. (SV)
ERIC No.: ED328384

New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume II, Number 2

Author: Podany, Zita
Corporate Source: Northwest Regional Educational Laboratory, Portland, OR
Publication Date: Nov 1990
Note: 11p.; For Volume II, Number 1 of this series, see ED 320 570.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Teachers, Practitioners
Abstract: This guide lists 19 software packages considered worthy of further consideration by 17 computer coordinators from educational software preview centers and evaluation agencies. It lists the following: ASK-IT; Balance of the Planet; Combo Pack Graphics; Decision, Decisions: The Environment; Discis Books; File Force; FileMaker Pro; French Assistant, Version 4; Igor Stravinsky The Rite of Spring; MacGraphX; MathLab (Series I, II, III); McGee Visits Katie's Farm; Physics Explorer Series; Probability Lab; SimEarth; Spanish Assistant, Version 4; Special Writer Coach; Talking Sticky Bear Series; Toolbook 1.0. Each listing contains a brief description, price, hardware requirements, and grade level. (DB)

Education Technology

ERIC No.: ED328229

The National Research and Education Network (NREN): Promise of New Information Environments. ERIC Digest

Author: Bishop, Ann P.
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: Nov 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Report Number: EDO-IR-90-4
Availability: ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This digest describes proposed legislation for the implementation of the National Research and Education Network; issues and implications for teachers, students, researchers, and librarians; the emergence of the electronic network as a general communication and research tool; and developments in electronic communications and computing since the late 1960s. The digest also treats issues to be resolved; lists new initiatives for network research, services, and advocacy; and highlights the common goal to shape the future of national networking so that a broad range of users may benefit. (10 references) (MAB)
ERIC No.: ED327219

Distance Education at the Elementary and Secondary Level. A Select ERIC Bibliography. ERIC/IR Mini-Bibliograph

Author: Preston, Nancy R., Compiler
Corporate Source: ERIC Clearinghouse on Information Resources, Syracuse, NY.
Publication Date: Dec 1990
Note: 4p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Abstract: This annotated bibliography lists the following 10 articles and documents selected through ERIC database: "The Use of Computers in the Instructional Process in Australian Distance Education"; "Distance Education Technologies: All That Glitters Is Not Gold"; "Broadening the Definition of Distance Education in Light of the New Telecommunications Technologies"; "Satellite Learning--A Vision for the Future"; "Proceedings of the Sixth International Conference on Technology and Education"; "Distance Education. AECT President's Library" ; "The Crisis of Distance Learning--A Dangerous Opportunity"; "TV Ontario and the School System. A Report Based on Case Studies in Nine School Boards"; "Linking for Learning: A New Course for Education"; "Distance Education for Elementary and Secondary Schools in the United States." (DB)
ERIC No.: ED327179

Investigation of Interactive Technologies for Early Math and Science Concepts for Preschool Children. Report--Phase I

Author: Colker, Laura J.; And Others
Corporate Source: Macro Systems, Inc., Silver Spring, MD.
Publication Date: 13 Apr 1990
Note: 180p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/$24.96 Plus Postage.
Abstract: This report describes a project that investigates the feasibility of developing an interactive videodisc to teach math and science concepts to preschool, handicapped children. The videodisc system allows children to manipulate real-world objects in order to learn about abstract concepts. The design plan presented specifies the target audience, educational principles, content, products, design components, and program operation. Appendixes include copies of survey instruments and summaries of interviews with experts. A literature review covers the use of microcomputers in teaching preschool math and science, the use of microcomputers in early childhood special education, the use of videodiscs with children, teaching science and math concepts in the preschool, and adapting preschool math and science for special education. A product review describes 121 math and science software programs

available for preschoolers. (JDD)
ERIC No.: ED324841

The Promise of Distance Learning. Policy Briefs Number 8

Author. Bradshaw, Dean; Brown, Patricia
Corporate Source: Far West Laboratory for Educational Research and Development, San Francisco, CA.
Publication Date: 1989
Note: 15p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $3.12 Plus Postage.
Target Audience: Policymakers
Abstract: Designed to help educators and policymakers consider the effective use of currently-evolving distance learning technologies, this policy brief examines: the need for distance learning; the most promising combinations of technologies (two-way television, one-way television with audio return, and audiographics); the cost-effectiveness of these systems; actual projects using these systems; and issues of policy implementation that districts and states are likely to encounter. Inserts report on current applications of distance education in Arizona, California, Nevada, and Utah. (8 references). (GL)
ERIC No.: ED323909

Accomplished Teachers: Integrating Computers into Classroom Practice

Author: Sheingold, Karen; Hadley, Martha
Corporate Source: Center for Technology in Education, New York, NY.
Publication Date: Sep 1990
Note: 41p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: Center for Technology in Education, Bank Street College of Education, 610 West 112th Street, New York, NY 10025 ($5.00).
Availability: EDRS Price - Microfiche $.86 Plus Postage. Not Available from EDRS.
Abstract: This report summarizes the results of a nationwide survey of teachers in grades 4 through 12 who have successfully integrated computers into their classrooms. The authors report that these teachers are comfortable with computer technology; work in schools with more computers than average; use computers for many purposes including demonstrating ideas, instruction, word processing, and promoting student projects; present more complex materials to their students; and foster more independence. (DB)
ERIC No.: ED322900

Beginning Teachers and Computer Networks: A New Form of Induction Support

Note: see ED324309 pg. 156

Beginning Teachers and Computer Networks: A New Form of Induction Support

Note: see ED324309 pg. 156

Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1988-89 Survey Report

Author: Sietsema, John
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Apr 1991
Note: 46p.; Data Series: DR-CCD-88/89-2.2.
Report Number: NCES-91-062
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage.
Abstract: This report provides enrollment and staffing data for the 100 largest school districts in the United States. The data were reported to the National Center for Education Statistics through the Common Core of Data survey series (Spring 1989). While they represent fewer than 1 percent of the nation's school districts, the 100 school districts are responsible for educating nearly 8.8 million students (approximately 22 percent of all public school students) and 40 percent of all minority students. These school districts tend to have larger schools and slightly higher pupil-to-teacher ratios than other districts. They also employ about 21 percent of the nation's public school teachers. An appendix lists the 500 largest districts. (SLD)
ERIC No.: ED335387

Federal Support for Education: Fiscal Years 1980 to 1990 Survey Report

Author: Hoffman, Charlene M.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: May 1991
Note: 66p.; Data Series: FF-91-1.
Report Number: NCES-91-631
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This report presents data on Federal financial support for education for FY 80 through FY 90. To the extent possible, outlays for education from all Federal agencies are included. Tables present Federal support for education by category; Federal funds for education and related activities by level; the 10 largest providers of Federal education program funding by agency; the largest education program activities by level; non-Federal funds for education generated by Federal programs; estimated Federal tax expenditures for education; total Federal support by category of recipient; total Federal support by level and category of recipient; and estimated expenditures of education institutions and Federal support by level and type of support. Appendixes provide additional data for the years 1965, 1970, and 1975. (SLD)
ERIC No.: ED335384

ERIC Clearinghouse Publications, 1990. An Annotated Bibliography of Information Analysis Products and Other Major Publications of ERIC Clearinghouses, January-December 1990

Author: Weller, Carolyn R., Editor; Brandhorst, Ted, Editor.
Corporate Source: ERIC Processing and Reference Facility, Rockville, MD.
Publication Date: Jul 1991
Note: 120p.; For the 1989 edition, see ED 321 774.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Abstract: This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1990. These publications include digests, bibliographies, state-of-the-art reviews, and information syntheses. Indexes by subject, author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)
ERIC No.: ED335060

Public Libraries in 50 States and the District of Columbia: 1989. E.D. TABS

Author: Podolsky, Arthur
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Apr 1991
Note: 138p.; Data Series: DR-LIB-89/90-1.1.
Report Number: NCES-91-343
Availability: EDRS Price - Microfiche $1.16/Paper Copy $19.20 Plus Postage.
Target Audience: Policymakers
Abstract: This report summarizes information about public libraries that the State Library Agency in all 50 States supplied to the National Center for Education Statistics. Fifteen tables present data for each State including the number of public libraries by population; the number and types of main and branch libraries and bookmobiles; the number of full-time staff; income; expenditures; material collections; book and serial volume collections; the average number of public service hours per outlet per week; annual attendance in the library and the number of annual reference transactions; and the total annual circulation and number of interlibrary loans. (BBM)
ERIC No.: ED333900

Education Counts: An Indicator System to Monitor the Nation's Educational Health. Report of the Special Study Panel on Education Indicators to the Acting Commissioner of Education Statistics

Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Sep 1991
Note: 121p.
Report Number: NCES-91-634
Availability: Superintendent of Documents, Government Printing Office, Mail Stop: SSOP, Washington, DC 204-9328 (Stock Number 065-000-00463-1: $6.50; add 25 percent for international customers).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $16.00 Plus Postage.
Target Audience: Policymakers, Practitioners, Researchers
Abstract: This is the report of the congressionally mandated Special Study Panel on Education Indicators. Part I describes how an indicator information system should be developed and makes recommendations for Federal data collection and reporting in six areas. Part II presents more detailed information about the six areas which relate to the goals proposed by the President and governors. The report concludes that a comprehensive data system is needed, and the information for developing indicators should be organized around learner outcomes; quality of educational institutions; readiness for school; societal support for learning, education, and economic productivity; and equity among other factors. (RLC)
ERIC No.: ED334279

Public Elementary and Secondary State Aggregate Data, by State, for School Year 1989-1990 and Fiscal Year 1989. E.D. Tabs

Author: Davis, Jo Ann; Price, Elaine J.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Apr 1991
Note: 61p.; Data Series: DR-CCD-89/90-2.1.
Report Number: NCES-91-035
Availability: EDRS Price - Microfiche $1.16/Paper Copy $9.60 Plus Postage.
Abstract: This reports presents data collected from two annual surveys of the Common Core of Data by the National Center for Education Statistics for the 1989-90 school year and the 1989 fiscal year. State education agencies get the data from their administrative records. Tables summarize the following information by State: (1) student-teacher ratio, student membership, and teachers by grade; (2) staff by category; (3) number of graduates and 9th- and 12th-grade students; (4) revenues for schools by source; (5) expenditures for schools by function; (6) average daily attendance and current expenditures per pupil by function; (7) expenditures for employee benefits; and (8) total current capital outlay and debt service. (SLD)

ERIC No.: ED334231

ERIC Directory of Education-Related Information Centers

Author: Seidman, Paula F., Ed.; Taheri, Belinda, Ed.
Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: Feb 1991
Note: 247p.; Revised and update edition published annually.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 ($15.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $32.00 Plus Postage.
Abstract: The ERIC Directory is a guide to 300 organizations that provide information on education and related topics such as educational administration, parent participation, and nontraditional education. The Directory lists both federally and nonfederally supported organizations that provide information syntheses, database building, outreach, and user services as well as information dissemination, reference, and referral services. The Directory is based on a continuously updated online database available via GTE Education Services. The printed Directory is published approximately every 2 years. Entries are arranged alphabetically by organization name. They are indexed by master organization name, subject, and geographic location. (TB)
ERIC No.: ED332726

ERIC Calendar of Education-Related Conferences, 1991

Author: Taheri, Belinda, Ed.; Seidman, Paula F., Ed.
Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: 1990
Note: 322p.; Published annually in the December before the year covered.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 ($15.00).
Availability: EDRS Price - Microfiche $1.16/Paper Copy $41.60 Plus Postage.
Abstract: The ERIC Calendar informs the components of the ERIC network of the conference-related activities of each component to prevent duplication and also includes all education-related conferences. The 1991 calendar lists 486 international, national, State, regional, and local events. Events are listed chronologically, and each entry includes the conference dates, sites, sponsors, contact persons, registration information, hotel rates, estimated attendance, topics covered, and audience when available. Entries are indexed by sponsor, conference name, geographic area, subject, and participating ERIC component. Information is updated continuously in an online database available via GTE Education Services. The printed calendar is published annually. (TB)
ERIC No.: ED332727

A Guide to Improving the National Education Data System: Executive Summary. October 1990

Author: Forgione, Pascal D., Jr., Ed.; Orland, Martin E., Ed.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Mar 1991
Note: 40p.; For related document, see TM 016 441.
Report Number: NCES-91-140
Availability: EDRS Price - Microfiche $1.16/Paper Copy $6.40 Plus Postage. The full 180 page report is available as ED331883.
Abstract: This document is an overview of the "Guide to Improving the National Education Data System," the first publication of the newly created National Forum on Education Statistics. The authors outline 36 recommendations for improving the nation's elementary and secondary education statistics system. This agenda is a result of a broad-based, consensus-building process of State, Federal, and private organizations. This summary summarizes the Guide's examination of national data in four major domains of background and demographics, education resources, school processes, and student outcomes. (SLD)
ERIC No.: ED331884

Digest of Education Statistics, 1990

Author: Snyder, Thomas D.; Hoffman, Charlene M.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Feb 1991
Note: 526p.; Some small print may not reproduce adequately in paper copy.
Report Number: NCES-91-660
Availability: EDRS Price - Microfiche $1.41/Paper Copy $70.40 Plus Postage.
Abstract: This document provides statistical data on most aspects of public and private education in the United States from kindergarten through graduate school. There is specific information on finances, employment, and income of graduates; libraries; and international comparisons. There is supplemental information on population trends, attitudes on education, and the educational characteristics of the labor force. For the first time, the Digest includes profiles of persons earning doctor's degrees and characteristics of college faculty. A short introduction highlights the major findings, and each chapter contains a brief overview of significant trends. There is a guide to data sources and an index. (MLF)
ERIC No.: ED330086

Catalog of ERIC Clearinghouse Publications

Author: Bourbon, Terri, Editor
Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: Sep 1990
Note: 139p.; This catalog is updated and published annually.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 ($8.00).
Availability: EDRS Price - Microfiche $1.15/Paper Copy $18.72 Plus Postage.
Abstract: The "Catalog of ERIC Clearinghouse Publications" lists approximately 500 titles of publications prepared by the ERIC Clearinghouses and currently available in original copies from them. The titles listed range across several years and are arranged by Clearinghouse and within Clearinghouse by type of publication. Each entry provides title, order number, and price. A comprehensive subject index provides access to the titles by subject. (AA)
ERIC No.: ED328260

Key Statistics for Public and Private Elementary and Secondary Education: School Year 1990-91. Early Estimates. Survey Report

Author: Bobbitt, Sharon A.; Johnson, Frank H.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Dec 1990
Note: 27p.
Report Number: NCES-91-076
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This report presents estimated statistics on enrollment, high school graduates, teaching staff, and finances for public and private elementary schools and secondary schools in the United States. Data are shown for the 1990-91 school year and include annual trend data from 1986 through 1990. The Early Estimates System of the National Center for Education Statistics, the Common Core of Data collected annually from State education agencies, and the Private School Survey provide the survey's data in 13 tables showing enrollment, numbers of teachers, student/teacher ratios, high school graduates, and revenues and expenditures by school level, religious orientation, and/or State. (TJH)
ERIC No.: ED328617

Projections of Education Statistics to 2001: An Update

Author: Gerald, Debra E.; Hussar, William J.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Dec 1990
Note: 201p.; This volume is the 20th report in a series begun in 1964; for prior year's report, see ED 312 793.
Report Number: NCES-91-683
Availability: EDRS Price - Microfiche $1.15/Paper Copy $28.08 Plus Postage.
Abstract: This update provides statistical projections for elementary and secondary schools and institutions of higher education at the national and State levels through the year 2001. National projection tables cover enrollment, high school graduates, earned degrees conferred, classroom teachers, and expenditures of public elementary and secondary schools. State-level projections cover public elementary and secondary school enrollment and public high school graduates. Data are generally shown by calendar or school year for various years from 1976 through 2001. The report also contains a methodology section describing models and assumptions used. Data tables total 110. (Author/TJH)
ERIC No.: ED327581

Making Education Data More Meaningful

Author: Clements, Barbara S.; and Others
Publication Date: Apr 1990
Note: 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC.
Availability: EDRS Price - Microfiche $1.15/Paper Copy $6.24 Plus Postage.
Abstract: This paper describes the Education Data Improvement Project (EDIP) which was designed to help states provide more comparable, complete, and timely educational information for the annual Common Core of Data (CCD) used for policymaking decisions. The 3-year project examined the Public Elementary/Secondary School Universe and the Public Elementary/Secondary Education Agency Universe Surveys; information provided in the fiscal portions of the CCD; and state-aggregate staffing data reported in the State Nonfiscal Survey. At the beginning of each project phase, EDIP staff reviewed data collection instruments and supporting documents from state education agencies, developed state profiles of data collection, identified elements for states which cannot provide comparable data, and are developing technical assistance plans. Areas of particular concern due to data incompleteness or lack of comparability were: (1) student and school counts; (2) demographic and descriptive data; (3) high school completion rates; (4) per pupil expenditures; and (5) staffing data. (SLD)
ERIC No.: ED326583

Directory of ERIC Information Service Providers

Author: Fustukjian, Samuel Y.; Taheri, Belinda J., Editors.
Corporate Source: ACCESS ERIC, Rockville, MD.
Publication Date: Jan 1990
Note: 205p.; For the 1986 edition, see ED 275 329.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Availability: ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (Free).
Availability: EDRS Price - Microfiche $1.15/$28.08 Plus Postage.
Abstract: This directory lists more than 900 organizations that provide individuals with access to the ERIC database and related resources. The directory updates the 1986 edition and includes new information service providers as well as 1989 data for previously listed organizations. It is derived from an online database that is updated continuously. Entries include hours and charges for special services. Organizations are included that: provide computerized searches of the ERIC database; are current ERIC subscribers and maintain sizeable microfiche collections, or are former subscribers whose collections cover a 2-year or longer period; and subscribe to and collect ERIC publications. (SD)
ERIC No.: ED324035

Federal Support for Education: Fiscal Years 1980 to 1989. Survey Report

Author: Hoffman, Charlene M.
Corporate Source: National Center for Education Statistics (ED), Washington, DC.
Publication Date: Aug 1990
Note: 59p.; Data Series: FF-90. Extremely small type in tables D-F may not reproduce well.
Report Number: NCES-90-662
Availability: EDRS Price - Microfiche $1.15/Paper Copy $9.36 Plus Postage.
Abstract: The Federal Government provides substantial funding for education well beyond programs operated by the Department of Education (ED). This report presents data for total Federal support for education, funding from other sources, funds for on-budget and off-budget support, Federal program funds for education for elementary and secondary education, postsecondary funds, and funds for academic research at higher education institutions. (MLH)
ERIC No.: ED323634

Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools

Note: see ED331847 pg. 100

Youth Indicators 1991: Trends in the Well-Being of American Youth

Note: see Ed335636 pg. 1

Who Majors in Science? College Graduates in Science, Engineering, or Mathematics from the High School Class of 1980. Survey Report June 1990

Note: see ED324197 pg. 41

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